Introduction to the RecorderPEN

What is the RecorderPEN

The RecorderPEN is an audio player that can store and playback audio files. It has a scanner at its tip that can read tiny microdots printed on paper. Books, charts and sticky labels can deliver audio content to the user via 'soundspots' on the printed surface. Of course, audio can take many forms, including sound effects, music, songs and spoken text in any language. Interactivity can also be 'programmed' into resources such as topic questions and answers. Content on the 1 GB hard disk can be backed up via a computer USB interface.

Most significantly, the RecorderPEN can also **record** audio content using its internal microphone and then play it back to a user whenever required. The microphone records speech in clear quality and is sensitive enough to record ambient sounds as well. The recorded audio content is played back when a user touches the playback 'soundspot' on books and charts or specially prepared Talking Stickers.

The teaching and learning context

The RecorderPEN has been specifically designed to move learning away from the computer and whole-class whiteboard teaching to the physical desktop, an approach that is intended to complement those more established IT-based modes of learning. Without the need for a computer the technology can deliver audio to a user via the pen's integrated speaker, through headphones or connected external speakers. Learners can work individually or collaboratively in pairs or small groups to access recorded audio content.

The RecorderPEN is one of the most versatile tools for personalizing learning currently available. The multi-modal approach opens up the curriculum for all kinds of learners and situations:

- learners of English as an additional language (EAL)
- learners with Special Educational Needs (SEN)
- gifted and talented pupils/students (G&T)
- learning languages
- supporting parents/carers in family learning

The multimodal quality of the RecorderPEN is very supportive of different learning styles; the kinesthetic touch-based approach is a very natural way to access information, and audio content is supported by strong visual elements within resources. The RecorderPEN promotes independent learning, which can be self-directed at the most appropriate pace of the user. The RecorderPEN not only provides differentiated support, but can also become the focus around which learning happens, particularly during collaborative learning activities.
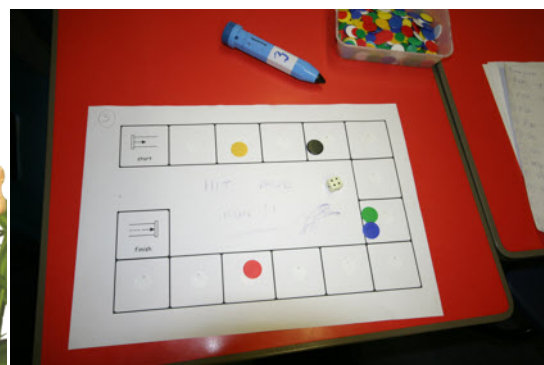
Introduction to the RecorderPEN

Using the RecorderPEN with Talking Stickers

A user, practitioner or learner, can record several hours of audio and link the recording to any individual Talking Sticker. Touch the record button and start recording content, press stop when finished and then access the recorded content by touching the play button. The recording remains until overwritten using the same process. Talking Stickers can be overwritten as many times as required.

All kinds of teaching and learning resources can be customised by practitioners for their learners using the recording facility of the RecorderPEN, such as differentiating class-based activities or supporting homework tasks. Oral versions of school forms and booklets, including translations, can be provided to facilitate home : school communication or transition between key stages and schools. The RecorderPEN is also perfect for creating interactive wall displays. The ability to record speech and other audio content adds a new dimension to literacy. Using the recording facility a learner can play around inside a book or other text that the class has been reading. For example, a learner can record a retelling of a story or a bilingual translation. They could add sound effects or a character's thoughts, a soliloquy or an imagined conversation between two or more characters. A learner could even leave a question for another pupil on each page.

There is tremendous potential here for supporting all kind of language learning. Pupils learning English as an additional language can record and hear their developing use of English across the curriculum. Learners in general can use the pen to support learning of other languages, for example, labelling school places and equipment to reinforce learning of key vocabulary.

Since recordings can be saved for future reference, the RecorderPEN is an incredibly powerful tool for facilitating assessment for learning, in particular recording talk and samples of reading that can contribute to Assessing Pupils' Progress (APP). The pen can support reticent writers or learners who currently struggle with writing, by enabling them to record their achievements orally. Also, progress for all kind of learner can be monitored over time by comparing previous and current recordings.

Using the RecorderPEN with Talking Stickers

Introduction

Talking Stickers add an extra dimension to the use of the RecorderPEN. Using the recording capability, practitioners and learners can record audio content onto the pen's 1 GB internal hard disk. These recordings are linked to any one of the numbered Talking Stickers and then affixed to printed material or even physical objects.

In general there are two distinctly different ways of using the recording capability of the pen.

1. Practitioners can prepare differentiated materials and activities for learners
2. Practitioners can guide learners into individual and group-based activities where the recording element is central to the task.

The Talking Stickers

There are two different sets of stickers:
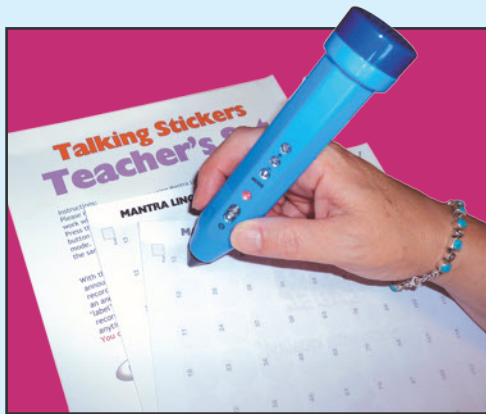
Teacher's Set (234 stickers per pack)   16

The 'teacher' stickers are intended for practitioners to develop customised resources, or for pupils/students to develop activities/resources that are intended for long term use. In the recording process the trigger recording hotspot is kept apart from the corresponding Talking Sticker. This means that once a recording has been made it is almost impossible to accidentally overwrite the recording.
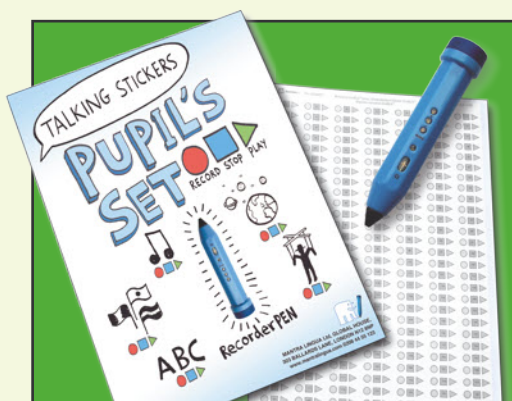
Pupil's Set (189 stickers per pack)   ◯ ◻ ▷

The re-peelable 'pupil' stickers are easier to use and much more flexible because the recording, stop and play hotspots are all part of the same sticker. This means that it is easy to overwrite any particular recording which is useful in many circumstances. However, these stickers are not so suitable for resources that need to be kept on a long-term basis.

Using the RecorderPEN with Talking Stickers

Recording Mode

1	2	3
		 record stop play one soundspot
Turn on the pen by holding down the start button for 2-3 seconds - the blue light will come on.	Put the pen in to recording state by holding down the mode button for 2 - 3 seconds - the red light will come on.	Follow the recording instructions that came with your set of Talking Stickers - the mechanics for recording are different between the two sets of stickers.

Playing back recordings

Recordings are saved onto the RecorderPEN's internal hard disk. Each recording is linked to one of the numbered labels. In order to playback recordings the pen must be in 'red' recording mode.

Backing up recordings

It is possible to back up all the recordings from any RecorderPEN onto a computer.

Simply connect the RecorderPEN to a computer via the supplied USB cable. It will be recognised as a mass storage device. Find the 'rec' folder and copy it to a safe place on your computer.

Glossary of Terms

AfL	Assessment for Learning	**GRT**	Gypsy, Roma, Traveller
APP	Assessing Pupil Progress	**PLTS**	Personal, Learning, Thinking Skills
EMA	Ethnic Minority Achievement	**RRR**	Rights, Respect and Responsibility
EAL	English as an Additional Language	**SEAL**	Social and Emotional Aspects of Learning
ECM	Every Child Matters	**SEN**	Special Educational Needs
EYFS	Early Years Foundation Stage	**TASC**	Thinking Actively in a Social Context
G&T	Gifted and Talented		

Contents

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/ organisation	Talking Stickers
Assessment (AfL)	Teacher activity Feedback on written work • Affix one label to a piece of written work • Teacher records audio feedback for the learner • Learners could record a message back to the teacher	Any age	Assessment for learning (AfL) – any curriculum area PLTS –reflective learners Audio feedback on work has particular significance for: • Children in the Early Years • SEN – supportive of some learners with specific learning difficulties • EAL – beginner/intermediate learners of English as an additional language Feedback could be in any language – where appropriate	Allocate one pen per learner or working group Use different stickers for each feedbacj event Use pupil stickers if you wish to enable leaners to send a message back to the teacher – learners wither use the same label or two labels per feedback event	Teacher or pupil stickers
Assessment (AfL)	Pupil/student activity Peer assessment • A learner could record their own assessment • Different labels affixed to relevant sections of peer's work	Any age	Assessment for Learning (AfL) – any curriculum area PLTS – Reflective learners Social and emotional aspects of learning KS1/ 2 – Understanding English, communication and languages KS3 /4 – Literacy across the curriculum	Allocate one pen per peer pair/group Use different stickers for each feedback event	Pupil stickers
Assessment (APP)	Teacher guided activity Speaking/listening • Record a pair/group conversation Reading • Place sticker on a copy of the text • Record a sample of reading by the pupil/student • Explanation of thought process on written outcomes • Place sticker on a copy pf the written evidence • Record a sample of explanation by the pupil/student	Any age	Assessing pupil progress (APP) Assessment for learning (AfL) All curriculum areas PLTS – Reflective learners Early Years Foundation Stage – Communication, Language and Literacy KS1/2 – Understanding English, communication and languages KS3 – Literacy across the curriculum – Languages – Mathematics – Science – Foundation subjects Explanation of thought process could be in any language if a translation can subsequently be arranged e.g. mathematics, science, DT, art etc.	One pen per pupil/student or one pen/class for APP Each individual APP event on a different sticker Keep APP recordings as formative and summative evidence Back-up the RecorderPEN contents fo long-term evidence	Teacher stickers

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/ organisation	Talking Stickers
Talk for writing	Pupil activity Talking Stickers can be used any time pupils/students are preparing for writing tasks – talking through ideas can be replayed later when the pupils/students start their writing Talk for writing e.g. • Planning experiments, analysing results or evaluating • Design Technology – research and planning • Storywriting/playscripts • Comparing and Contrasting prose/ poetry, art, music etc • Drafting coursework • Personal response – peer and self-assessment • Writing in languages other than English	KS 1 upwards	Any curriculum area PLTS – Independent enquiries – Creative thinkers – Reflective learners Early Years Foundation Stage – Communication, Language and Literacy KS1/2 – Understanding English, communication and languages KS3 – Literacy across the curriculum – Languages Talk for writing can happen in any language	One pen per pupil/student or small group Use different stickers for each feedback event	Pupil stickers for more flexible, short-term use
Book review	Pupil/student activity • Learners prepare book reviews prior to use of the pens • Creation of bookmarks • Affix talking stickers to one side of the Bookmark • Learners record book review onto one or more Talking Stickers	Year 2 upwards	Any curriculum area PLTS – Independent enquiries – Reflective learners KS1/2 – Understanding English, communication and languages KS3 – English – Literacy across the curriculum – Languages	Each book review bookmark remains with the book All book review recordings on the same pen - each review requires a discrete set of Talking Stickers RecorderPEN stays in the library When a pupil/student is looking to borrow a book from the library they can listen to a book review from one of their peers	Teacher stickers
Class photo album	Pupil/student activity This activity requires use of a class/tutor group set of photographs • Affix one label to each photograph • Each pupil/student records personal information about themselves	KS1 upwards	KS1/2 – Understanding English, communication and languages KS3 – English – Languages Induction of new arrival learners Ethnic Minority Achievement (EMA) Community Cohesion	All recordings on the same pen – each pupil/student uses a discrete numbered Talking Sticker RecorderPEN stays with class/tutor group or year group New arrival learners can listen to the recordings to learn about their classmates	Teacher stickers

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/ organisation	Talking Stickers
Talking books, magazines playscripts or graphic novels	Pupil/student activity Develop/use an appropriate text: • fiction or non fiction • published or home made • any theme Affix stickers to each pahe and record audio content – direct reading, narration, dialogue, sound effects Use additional sitckers for other audio content e.g. • blurb • glossaries • inteactive elements such as quiz questions • guidance notes for peers or parents	Any age	Early Years Foundation Stage – Communication, Language and Literacy KS1/2 – Understanding English, communication and languages – any curriculum area/topic KS3 – English – Languages – Literacy across the curriculum – Media literacy Family learning Pupil/student voice Complementary schools – community languages Audio recordings can be in any language or multi-language	One pen can be used for multiple books Use different numbered stickers for each recording Recordings can be copied to multiple pens and used with the same book titles so long as the same numbered labels are used	Teacher stickers for long-term use Pupil stickers for short-term use
Board games with an audio component	Pupil/student activity Adapt an existing board game or create a new one from scratch Talking stickers used for: • Explanations of what happens when you land on any specific square • Consequences / luck / quiz cards • Instructions on how to play the game	Yr 2 upwards Most suitable for KS1-2	PLTS – Creative thinkers – Team workers KS1/2 – Understanding English, communication and languages – any curriculum area/topic KS3 – English – Languages – Literacy across the curriculum	One pen per collaborative group or content from each group on one pen Each group allocated a range of different numbered stickers per group	Teacher stickers for long-term use Pupil stickers for short-term use
Mind maps and concept maps	Pupil/stident activity Create a mind/concept map around any theme/subject Talking stickers used for audio annotations: • semantic connections • hierarchical structures • additional explanations • glossaries	Year 1 upwards	PLTS – Independant enquiries – Creative thinkers – Reflective learners KS1/2 – Understanding English, communication and languages – any corriculum area/topic KS3 – Literacy across the curriculum Esp. G&T learners	One pen per pupil/student or one pen used for all mind/concept maps Use different numbered stickers or sets of stickers for each mind/concept map	Teacher stickers for long-term use Pupil stickers for short-term use

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/organisation	Talking Stickers
Identification keys – any subject	Pupil/student activity Adapt an existing key or develop a new one around any theme/subject Talking stickers used for audio annotations: • audio repetition of text at each decision branch • additional explanation for each end of branch • questions related to the specific key	KS2 upwards	PLTS – Independent enquiries – Creative thinkers KS1/2 – Understanding English, communication and languages – any curriculum area/topic KS3 – Literacy across the curriculum	One pen per pupil/student or one pen used for all keys Use different numbered stickers or sets of stickers for each key	Pupil stickers for short-term use or resources that can be easily adapted
Narrated storyboards	Pupil/student activity Develop a storyboard in prepararion for storytelling and drama Use talking stickers to: • add scene narration • record dialogue between characters • document additional information such as length of scene, props, characters etc.	Year 1 upwards	PLTS – Creative thinkers – Self-managers KS1/2 – Understanding English, communication and languages – any curriculum area/topic e.g. storytelling and drama KS3 – English – media literacy and drama – Languages – Literacy across the curriculum	One pen per pupil/student or small group Use different numbered stickers or sets of stickers for each storyboard	Teacher stickers for long-term use Pupil stickers for short-term use
Where I come from	Teacher guided activity and pupil/student activity Use an existing world map/globe or create a new one Affix labels to different places and record a narration by pupils/students: • place name • personal information from pupil/student • sample of speech, including different languages	Year 1 upwards	Intercultural education Rights, Respect, Responsibility (RRR) Community Cohesion Ks1/2 – Understanding English, communication and languages – any curriculum area/topic e.g. storytelling and drama – Geographical understanding KS3 – Languages – Literacy across the curriculum – Geography EAL and GRT learners	All recordings on the same pen – each pupil/student uses a discrete numbered Talking Sticker Map/globe kept in a central locality e.g. Classroom, office wall, library RecorderPEN stays with class/tutor group or in an easily accessible place e.g library or office	Teacher stickers for long-term use
Interactive displays	Teacher guided activity and pupil/student activity Develop an existing wall display with audio narration and/or questions • information, topic or event displays • learning boards e.g. TASC wheel, 6 thinking hats • Parent board • Pupil voice • Language taster • Pupil/student work	KS1 upwards	Intercultural education Community Cohesion Social and emotional aspects of learning (SEAL) Any curriculum area KS1/2 – Understanding English, communication and languages – any curriculum area/topic KS3 – Languages – Literacy across the curriculum	All recordings on the same pen – each recording uses a discrete numbered Talking Sticker Interactive display in a central locality e.g. classroom, office wall, library RecorderPEN stays in an easily accessible place e.g. library or office	Teacher stickers for long-term use

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/ organisation	Talking Stickers
Giving instructions	Pupil/student activity Activities requiring instructional writing – use the pen to record an audio version Instructions e.g. • how to play a game • cooking a recipe • following directions • learning a new skill	KS1 upwards	Any curriculum area KS1/2 – Understanding English, communicatin and languages – any curriculum area/topic KS3 – English – Languages – Literacy across the curriculum	One pen per pupil/student or small group Use different numbered stickers or sets of stickers for each set of instructions	Teacher stickers for long term use Pupil stickers for short term use
Oral histories	Teacher guided activity and pupil/student activity Use the pen and Talking Stickers to record an interview/narration from a pupil/student, family member of adult practitioner e.g. • journey • holiday • religious experience • historical event Photograph the contributers, attach the relevant stickers and bind into a publication	KS1 upwards	Community cohesion – e.g. inter-generational intercultural education Family learning KS1/2 – Understanding English, communicatin and languages – Historical, geographical and social understanding KS3 – English – Languages – Foundation subjects – Literacy across the curriculum EAL and GRT learners	All recordings on the same pen – each recording uses a discrete numbered Talking Sticker Alternatively – one pen per pupil/student or small group Oral history resource and pen in a central locality e.g. library	Teacher stickers for long term use
Exhibit trail	Teacher guided activity and pupil/student activity Activity suitable for school tours, exhibitions or showcasing pupil/student work and record audio narration: • explanatory information about place • pupil/student narration about their work Users access audio content at each 'exhibit' audio spot	KS2 upwards	PLTS – Independent enquiries – Creative thinkers – Reflective learners KS1/2 – Understanding English, communicatin and languages – any curriculum area/topic KS3 – English – Literacy across the curriculum	All recordings on the same pen – each recording uses a discrete numbered Talking Sticker RecorderPEN stays in an easily accessable place e.g. library or office	Teacher stickers for long term use

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/ organisation	Talking Stickers
'Treasure' trail	Pupil/student activity Activity suitable for special events or as part of a curriculum topic Talking stickers placed around the school at selected spots Pupils/students or practitioners record clues for each Talking Sticker that leads a user from one location to the next	KS1 and KS2	Early Years Foundation Stage – Communication, Language and Literacy KS1/2 – Understanding English, communicatin and languages – any curriculum area/topic	All recordings on the same pen Another way of organising is to have one trail and use different sets of recordings on different pens Recordings use a discrete set of numbered Talking Stickers RecorderPENs stay in an easily accessible place e.g. classroom, library or office	Teacher stickers for long-term use
Performance	Pupil/student activity This activity utilises the Talking Stickers and pen to capture a pupil/student performance e.g. • story • song • music • poem • speech Affix stickers to a relevant document such as an annual record of achievement, school magazine or year book	Any age	Any curriculum area Early Years Foundation Stage – Communication, Language and Literacy KS1/2 – Understanding English, communicatin and languages – any curriculum area/topic KS3 – English – Languages – Literacy across the curriculum	One pen per pupil/student or all recordings on the same pen Each recording uses a discrete numbered talking sticker RecorderPENs stay in an easily accessible place e.g. classroom, library or office	Teacher stickers for long-term use
Talking cards	Pupil activity An activity suitable for special occasions: • festivals e.g. Christmas, Eid, Diwali etc. • special achievement • birthdays • mothers day Affix stickers to the inside of a bought/made greeting card and record a suitable message or set of messages	Most suitable for KS1/2	Early Years Foundation Stage – Communication, Language and Literacy KS1/2 – Understanding English, communicatin and languages – any curriculum area/topic KS3 – Languages Message(s) could be in any language	One pen per pupil/student or small group Use different numbered stickers or sets of stickers for each card Distribute the pen with the card Teacher stickers will make the original message secure Pupil stickers would make the cards resuable – also it could allow the recipient to record a return message	Teacher stickers for secure recordings Pupil stickers for more flexible use

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/ organisation	Talking Stickers
Oral glossaries and dictionaries	Teacher or pupil/student activity This activity adds oral content to word lists or dictionaries Practitioners could prepare explanations or translations of word lists /dictionaries/symbols for their learners As above - pupils could do the same as an independent or group activity	Any age	Any curriculum area Early Years Foundation Stage – Communication, Language and Literacy KS1/2 – Understanding English, communicatin and languages – any curriculum area/topic KS3 – Languages SEN and EAL learners Oral content could be in any language	All recordings on the same pen – each recording uses a discrete numbered Talking Sticker RecorderPEN stays in an easliy accessible place	Teacher stickers for long-term use
Vocabulary labels	Teacher or pupil/student activity In this activity, Talking Stickers are attached to objects around the classroom/school – recordings e.g. • names of objects • extra information • questions and answers Practitioners could lead this activity to introduce new vocabulary to learners Practitioners could facilitate individuals/ small groups of students to undertake this activity	Any age	Early Years Foundation Stage – Communication, Language and Literacy KS1/2 – Understanding English, communicatin and languages – any curriculum area/topic KS3 – Languages Ethnic Minority Achievement (EMA) – induction of new arrivals SEN and EAL learners Oral content could be in any language	All recordings on the same pen – each recording uses a discrete numbered Talking Sticker RecorderPEN stays in an easliy accessible place e.g. classroom, library or office	Teacher stickers for long-term use Pupil stickers for short-term use
Oral diary	Pupil/student activity As part of a curriculum topic/subject or personal learning journey ask students to keep oral diary e.g. • fictional character/ event linked to a key text • family situations • school happenings • personal circumstances Talking Stickers could be affixed to a journal containing additional writings and images	Year 1 upwards	Citizenship Early Years Foundation Stage – Communication, Language and Literacy PLTS – Creative thinkers – Reflective learners KS1/2 – Understanding English, communicatin and languages KS3 – English – Languages	One pen per pupil/student Each set of recordings uses discrete numbered Talking Stickers	Teacher stickers for secure recordings Pupil stickers for more flexible use

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/ organisation	Talking Stickers
Time capsule	Pupil/student activity Oral recordings made by a pupil/student, group of students or whole class – recordings are stored and reviewed at a later time – perhaps at the beginning and end of the year e.g. • on behalf of a fictional character linked to a key text • items of importance within a specific historical/time context • favourite things • personal targets	Any age	Citizenship Early Years Foundation Stage – Communication, Language and Literacy PLTS – Creative thinkers – Reflective learners KS1/2 – Understanding English, communicatin and languages – Historical understanding KS3 – English – History – Languages	One pen per pupil/student, small group or class Each set of recordings uses discrete numbered Talking Stickers Back up the data onto a computer if recordings are to be kept for any significant length of time	Teacher stickers for secure recordings Pupil stickers for more flexible use
Talking puppets/ dolls	Teacher activity Possibly pupil/student activity When practitioners utilise puppets or persona dolls in their teaching it may be useful to incorporate pre-recorded audio recordings e.g. • Sound effects • different voices • songs/rhymes • jokes • sensitive information Recorded content can be useful to add interest during puppet shows Practitioners who are less confident in use of puppets can be supported using audio recordings	EYFS KS1 and 2	Citizenship ECM – be healthy, stay safe e.g. use of persona dolls Early Years Foundation Stage – Communication, Language and Literacy KS1/2 – Understanding English, communicatin and languages – Drama Speech could be recorded in different languages	Teacher use – all recordings on same pen One pen per pupil/student, small group Each set of recordings uses discrete numbered Talking Stickers	Pupil stickers
Talking phonics	Create letter, grapheme and word tiles- attach stickers to the 'tiles' and record individual phonemes, blends etc Use the audio-enabled tiles to teach: • phonemes • blends • tricky words • word building and segmentation	EYFS KS1 and 2	Letters and Sounds – phases 2-6 Early Years Foundation Stage – Communication, Language and Literacy KS1/2 – Understanding English, communicatin and languages Phonics in different languages e.g. for complementary language schools	All recordings on the same pen – each recording uses a discrete numbered Talking Sticker Teacher stickers for modelling correct phonics Pupil stickers to allow pupils to record their own pronunciation and compare to correct model	Teacher stickers for modelled recordings Pupil stickers for pupil rehearsal

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/ organisation	Talking Stickers
Pupil/student voice	Pupil/student activity A range of possible activities e.g. Recording: • oral class/school agreements/charters • learner reviews • oral messages for student council - suggestion boxes • audio-enabled school newspapers/magazines	Any age	Citizenship and pupil/student voice RRR ECM- be healthy, stay safe Early Years Foundation Stage – Communication, Language and Literacy Plts – Independent enquiries – Reflective learners – Team workers – Effective participants KS1/2 – Understanding English, Communication and languages KS3 – English – Literacy across the curriculum	One pen per pupil/student, small group or all recordings on one pen Each set of recordings uses discrete numbered talking stickers	Teacher stickers for long-term use Pupil stickers for short-term use
Oral welcome	Create a multilingual welcome poster or adapt an existing published poster Affix Talking Stickers to each language version of the greeting and record an oral version Utilise staff, parents and pupils to record authentic multillingual versions	Year 1 upwards	KS1/2 – Understanding English, Communication and languages KS3 – Languages Ethnic Minority Achievement (EMA) and learners of EAL Community Cohesion	All recordings on the same pen – each language version uses a discrete numbered talking sticker Welcome poster kept in the office along with the relevant RecorderPEN	Teacher stickers for long-term use
Sound discrimination	Teacher and pupil activity Teacher or pupil records human/environmental sounds – Talking Stickers can be affixed to cards, pages of books etc. Sounds could be used for identification, matching or sequencing activities Sounds could be: • musical instruments • animal noises • human voices • rhythmic patterns	Year R & Year 1	Letters and Sounds – phase 1 Early Years Foundation Stage – Communication, Language and Literacy	One pen per pupil/student, small group or all recordings on one pen Each set of recordings uses discrete numbered talking stickers	Teacher stickers for long-term use

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/ organisation	Talking Stickers
Nursery rhymes	Teacher activity Recordings of traditional nursery rhymes made by staff, parents or possibly pupils Talking stickers affixed to printed material such as books and posters Resources can be used during continuous provision, topic work and for out of hours learning	EYFS & KS1	Intercultural education Letters and Sounds – Phase 1 Early Years Foundation Stage – Communication, Language and Literacy Family learning Recordings can be in other languages and based on nursery rhymes from any cultural tradition	All recordings on the same pen – each language version uses a discrete numbered Talking Sticker	Teacher stickers for long-term use
Oral timelines	Teacher or pupil activity Create a timeline around an existing topic/theme or use a published resource Affix Talking Stickers to different sections of the timeline and record appropriate content e.g. • dates • facts • questions	KS1 upwards	KS1/2 – Understanding English, communicatin and languages – human, social and environmental understanding KS3 – Humanities – Literacy across the curriculum	One pen per pupil/student, small group or all recordings on one pen Each set of recordings uses discrete numbered Talking Stickers	Teacher stickers for long-term use Pupil stickers for short-term use
Oral 'puzzle'	Teacher or pupil activity 10-20 oral recordings are made on Talking Stickers – each one forms part of a larger oral puzzle e.g. • letters from a word • words from a sentence • music - notes in a sequence • wordy clues • ideas that are connected with each other in some way Oral puzzle pieces are earned by pupils/ students throughout the course of a topic/theme and pieced together to form an answer to the 'puzzle'	KS1 upwards	Any curriculum area KS1/2 – Understanding English, communicatin and languages KS3 – Languages – Literacy across the curriculum	All recordings on the same pen – each language version uses a discrete numbered Talking Sticker	Teacher stickers for long-term use

Activity	Key Tasks	Suggested age range	Curriculum links	Resources/ organisation	Talking Stickers
Induction of new arrivals	Teacher activity – some pupils/students could be involved in recording oral content Talking Stickers can be used to produce a whole range or resources to support the induction of new arrival learners e.g. Audio-enabled: • school maps • visual timetables • daily planners • translated school documents/forms • translated keyword/glossaries • individual help cards/fans	Any age	Enabling access to the curriculum – any area Pastoral support Citizenship Community Cohesion Family learning Ethnic Minority Achievement and support for learners of EAL Audio content can be in any language	1. All recordings on the same pen – each set of recordings uses discrete numbered Talking Stickers – the RecorderPEN stays in an easliy accessible place e.g. library or office 2. Each pupil/student has their own RecorderPEN - each set of recordings uses discrete numbered Talking Stickers	Teacher stickers for long-term use
Home:School communication	Teacher activity - parents/carers and some pupils/students could be involved in recording oral content Messages can be recorded and sent home with a pupil/student. Parent/carer listens to the message - where appropriate the parent/carer can send a return message	Any age	Pastoral support Citizenship Community Cohesion Family learning Ethnic minority Achievement and support for learners of EAL Audio content can be in any language	Each pupil/student has their own RecorderPEN - each recording uses a discrete numbered Talking Sticker RecorderPEN and Talking Stickers sent home overnight	Pupil stickers