## Ways of recording

Here are some ways of recording learning for which resources can be easily bought. Many of these methods have been referred to in the lesson plans in the pack.

It’s worth thinking about ways to plan for potential challenges e.g. include how to support non-verbal children.

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| Easispeak microphones [http://bit.ly/olqy7f](http://bit.ly/olqy7f) | • Children act as a ‘reporter’ to record what peers say or to report on what they have learnt  
• You can record answers to transcribe in future lessons | • Easy to use and children can move around with it  
• Playback means children can self assess their skills  
• All abilities of children can become involved, to greater or lesser extents, for example, speaking one word or a paragraph  
• Children can practice what they want to say and then record it.  
• There’s less pressure on some children – they feel less self-conscious than when being video recorded | • Some children may be unable to use their voice. If so use an alternative means to record |
| Podcasts [http://bit.ly/o0Sx8a](http://bit.ly/o0Sx8a) | • Children can plan their podcasts as a group and use visual prompts to remind them of what to say and the order of this  
• Can be used in many ways, for example, as a school radio news broadcast, to capture opinion on a topic, to advertise an upcoming event, to describe the process and outcomes of a science experiment | • Promotes speaking and listening in a safe environment  
• Children’s work can be saved and showcased  
• Children can evaluate and vote for the best podcast and discuss associated features. Podcasts are meant to be short and focussed, developing skills of relevance and being concise  
• Children can practice what they want to say and then record it. | • Needs internet access  
• Without reading a prepared script, there can be more pauses and hesitations  
• If children are unable to use their voice, use an alternative means of recording and involve them in the planning/ technical side of making the podcast |
| Photos | • Photos can record acted story sequences, science experiment steps, equipment needed, human number lines, vocabulary collages, signs and gestures, pupil heritage map (holding country flags), facial expressions, Mind Map (pupils hold pictures), food chain (wear animal masks) | • Once printed, these can be used to support memory of previous lessons. Future lessons can then support the development of oral and written language skills by describing the photo  
• Photos can support sequencing skills and skills of inference and prediction in a very real-life way.  
• Supports children who cannot process pictures or black and white drawings | • Static so that some gestures or signs cannot be captured easily or accurately. |
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| **PowerPoint presentation** | • Use as any PowerPoint but without writing  
• Use pictures and visuals as a guide to prompt the presentation order and oral content | • Means that children cannot rely on the written word and simply ‘read’ a presentation  
• They can look quickly at the visuals and then develop presentation skills e.g. facing the audience  
• Easy to record and access  
• Future lessons can develop written language to add to the visuals | • Children feel unprepared and cannot remember their script or the key points to say  
• Practice is needed and pictures can be used to represent key words and points as a prompt |
| **Talking tins [http://bit.ly/qRabV5](http://bit.ly/qRabV5)** | • Used to record short pieces of voice for immediate playback, for example, one person records the first sentence of a story, the next person the next and then the whole story can be played in sequence  
• Check your answers – children record their answer in private and then in pairs play to each other and discuss | • Easily portable. Can therefore be taken home, for example, as part of a talking homework task  
• You can reuse them and record over what you have just recorded. This helps children to speak, listen, review and amend what they have said | • Can only record a short piece of language  
• If children are unable to use their voice – use an alternative means to record |
| **Make a poster** | • Design a poster using pictures to represent learning, for example, a vocabulary Mind Map, sides in a debate – one side of the poster ‘for’ and one side ‘against’, story sequences, science experiments, food chain or maths sequences | • Involves everyone in planning, designing and completing the poster  
• Is very visual so supports understanding and can be added to with future learning. Supports children with speech, language and communication needs to access the activity and understand the topic  
• Written language can be added in future lessons to match words to pictures, for example, labels stuck to pictures | • Some concepts may be hard to summarise neatly in one picture |
| **Drama presentation** | • Represent learning via drama, for example, act out the food chain by taking on animal roles  
• Historical events can be acted out  
• Replace story reading with drama. Hotseat to ask characters questions | • Includes all children in varying roles  
• Can ‘freeze’ the drama and ask questions, for example, how does this person feel? What happened next? What is an alternative? Creates discussion  
• Supports visual learners | • Less easy to add to in future lessons, but could video record it and play it back to develop pupil self assessment and future learning |