



## Contents

	Page
Overview	3
Speaking— key teaching points	4/5
Listening—key teaching points	6/7
Report and Recount	8
Discussion	9
Persuasion	10
General Assessment Process	11
Literacy Across Learning	12
Grammatical Considerations	13
Listening and Talking Outcomes level 2	14/15
Listening and Talking Outcomes level 3	16/17
Listening and Talking Outcomes level 4	18/19
Glossary	20

## Overview

Progress in *listening and talking* can be assessed through pupils' interactions in social and learning contexts and through using individual talks, presentations and group discussions. This range of sources will provide evidence about their confidence, their increasing awareness of others in sustaining interactions, the clarity of their ideas and expression and their skills in listening to others and taking turns.

Learners' enthusiasm and motivation for using language will show in their growing use of different media and texts, their preferences in reading, their confidence in sharing experiences through talk and writing and in the ways they apply their skills in their learning and communicating. These aspects will be indicators of their long-term success in using literacy in learning in their lives as citizens and in preparing for the world of work.

## Where do I begin?

You might begin by asking yourself to what extent you already provide literacy experiences for learners. As a first step, you might want to consider the ways in which you use listening, talking, reading and writing for learning day to day in your teaching programmes. For example, do you provide learners with opportunities to:

## Listening and talking for learning

Pupils will:

engage with others in group and class discussions of appropriate complexity

learn collaboratively – for example, when problem solving

explain their thinking to others

explore factors which influence them and persuade them in order to help them think about the reliability of information

# Speaking – key teaching points

## **When teaching children to make extended contributions, encourage them to:**

- make eye contact with listeners;
- speak clearly and audibly;
- use facial expression and gesture to emphasise points and refer to objects and places;
- use precise and persuasive words to convey meaning and hold listeners' attention;
- make meaning clear, organising ideas in a helpful order and making links between them;
- respond to others' contributions by adding or elaborating on them or by putting across another view.

## **Remember to:**

- give children time to think before they respond to questions;
- expect children to provide extended answers that will interest others in the class;
- follow up children's contributions with further questions rather than repetition or ritual praise;
- choose topics that will challenge children cognitively;
- expect children to speak to the class or group, not just to the teacher;
- make sure children speak loudly and clearly so others can hear.

In developing their skills in speaking, children need to learn to:

- adapt their speaking to the listeners;
- use a range of ways to express themselves;
- use talk to clarify their ideas;
- sustain their talk to develop thinking and reasoning.

Speaking includes:

- putting thoughts into words and sharing in groups;
- taking opportunities to speak at some length to explain ideas in different situations;
- giving a talk or presentation using gestures, aids, rhetorical devices.

Children need planned opportunities to speak in a range of contexts, including:

- to different audiences, such as the class, the teacher, other adults;
- with different levels of formality, such as with friends, to another class, in assembly;
- for different purposes, such as recounting events and telling stories, explaining and describing, justifying views and persuading others.

Children need to be taught how to make more extended contributions such as:

- expanding ideas, using *because, so, if, but*;
- making connections between reasoning and predicting;
- using language to organise and sequence ideas.

# Listening – key teaching points

## **Make listening necessary**

- Avoid repeating what children say, and expect others to respond.
- Devise activities where, to complete the task, all children need to have contributed what they know.
- Do not repeat instructions.
- Sometimes speak quietly.
- Insist children respond to the last speaker (this may need to include wait time).
- Make sure children answer the question they are asked, e.g. how or why or what, and do not accept vague replies.
- Encourage children to speak audibly so all can hear, making teacher rephrasing unnecessary.

## **Encourage active, responsive listening**

- Give a purpose for listening in advance.
- Present material clearly with prompts to support listening, e.g. using voice to signal changes in focus, emphasising key words.
- Demonstrate active listening, e.g. eye contact, asking questions, quick recapping.
- Help children identify features of language, gesture and non-verbal cues which help the listener.
- Ask children to reflect on how they listened.
- Practise strategies to structure listening, e.g. physical responses to mark key points, forming mental pictures, thinking of a question to ask.

Listening needs to be explicitly taught and reinforced throughout the curriculum.

When listening, children are:

- hearing models of language in use;
- learning about how speakers use gesture, volume, tone;
- observing how, in groups, speakers interact, take turns and influence others.

In developing their skills in listening, children need to learn to:

- ask questions to clarify what they have heard;
- build on what others say;
- evaluate what has been said;
- respond non-verbally, e.g. by nodding or maintaining eye contact.

Children show they have listened and understood when they:

- identify the gist of an account;
- recall main ideas;
- re-present information;
- follow instructions correctly;
- make relevant comments and responses;
- respond to others, maintaining communication;
- ask questions to clarify understanding;
- notice significant uses of language;
- create new meanings based on what they have heard.

## Report and Recount

*For example:*

- *an account of an activity*
- *an information talk*
- 

**I have:**

- an interesting title
- a general statement identifying the subject of the report
- used correct tense, person and voice consistently
- presented information in a logical order
- included key facts and more detailed information to engage the listener
- used relevant technical vocabulary
- used clearly labelled diagrams, illustrations, photographs, charts or fact boxes
- a concluding statement that sums up what was important or how I felt.

## Discussion topic

*For example:*

- *Information arising from group discussion*
- Pros and cons of a given text
- Comparing texts on a topic

**I have:**

- a title or question
- an opening statement to introduce the issue or question
- a preview of the main arguments
- signposted both sides of the argument – *on the one hand, some people argue, others believe, however supporters for... say...*
- used supporting evidence for each point – *statistics, brief quotations, exemplification*
- used technical vocabulary
- a balanced conclusion which summarises the main points of discussion

## Persuasive talk

*For example:*

- *presentation*
- *Debate*

**I have:**

- a title or statement to engage the listener
- an opening statement which outlines your position
- used correct tense, person and voice consistently
- used supporting evidence for each point – *statistics, brief quotations, exemplification*
- considered opposing opinions and included counterarguments
- used technical vocabulary
- used emotive language – *thousands of dolphins are cruelly trapped..., you must see...*
- used 'dare-to-disagree' expressions to get the reader on side – *there is no doubt, the time has come to insist.*
- used rhetorical questions – *'Who cares?'*

## General Assessment Process

- ◆ The pupil selects and discusses a range of texts, justifying personal preference.
- ◆ Engages respectfully with others in different contexts by responding, questioning, contributing appropriately, building upon, and challenging opinions and ideas.
- ◆ Communicates clearly and confidently, effectively using appropriate language and register, verbal and non-verbal skills as appropriate to purpose and audience.
- ◆ Independently plans and creates spoken texts as appropriate to purpose and delivers to a variety of audiences.
- ◆ Asks and answers a wide range of effective higher order questions to inform critical understanding of texts.
- ◆ Recognises persuasive techniques, and evaluates the reliability and relevance of sources with increasing independence.
- ◆ Analyses and compares a variety of spoken texts, makes and organises notes, using these to create texts.

Literacy Across Learning:  
Success Criteria  
Product

In reviewing and rehearsing my work, I have:

- checked that all my **pronunciation** is correct
- constructed my sentences **grammatically**
- used appropriate **register and tone**
- accurately used **paragraphs**
- Spoken in a engaging way using varied **sentence structure**
- used **own words and phrases**
- **acknowledged** sources consulted
- confidently **linked events/points** in my talking using a range of **conjunctions**
- **pauses, punctuation points and gestures**
- presented my work **clearly**

## Grammatical Considerations

<b>Tense</b>	consistent use of correct tense
<b>Person</b>	appropriate use of first ( <i>I, we</i> ), second ( <i>you</i> ) or third person ( <i>he, she, it, they</i> )
<b>Voice</b>	active ( <i>I added the chemical to ....</i> ) or passive ( <i>The chemical was added .....</i> )
<b>Register</b>	formal or informal language
<b>Tone</b>	attitude that is conveyed or implied towards the subject and the audience

## Listening / Talking Outcomes

**LIT 2-01a:** I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.

**LIT 2-02a:** When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.

**LIT 2-04a:** As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.



**LIT2-05a:** As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.

**LIT 2-06a:** I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

**LIT 2-07a:** I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own.

**LIT 2-08a:** To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.

**LIT 2-09a:** When listening and talking with others for different purposes, I can:

- share information, experiences and opinions
- explain processes and ideas
- identify issues raised and summarise main points or findings
- clarify points by asking questions or by asking others to say more.



**LIT 2-10a:** I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

**LIT 3-01a:** I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.

I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.

**LIT 3-02a:** When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.

**LIT 3-04a:** As I listen or watch, I can:

- identify and give an accurate account of the purpose and main concerns of the text, and can make inferences from key statements
- identify and discuss similarities and differences between different types of text
- use this information for different purposes.



**LIT 3-05a:** As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

**LIT 3-07a:** I can show my understanding of what I listen to or watch by commenting, with evidence, on the content and form of short and extended texts.

**LIT 3-06a:** I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.



**LIT 3-08a:** To help me develop an informed view, I am learning about the techniques used to influence opinion and how to assess the value of my sources, and I can recognise persuasion.

**LIT 3-09a:** When listening and talking with others for different purposes, I can:

- communicate information, ideas or opinions
- explain processes, concepts or ideas
- identify issues raised, summarise findings or draw conclusions.

**LIT 3-10a:** I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently.

LIT 4-01a: I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response.

I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style.

LIT 4-02a: When I engage with others, I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions.

LIT 4-04a: As I listen or watch, I can:

- clearly state the purpose and main concerns of a text and make inferences from key statements
- compare and contrast different types of text
- gather, link and use information from different sources and use this for different purposes.



LIT 4-05a: As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate.

**LIT 4-06a:** I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.

**LIT 4-07a:** I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts.

**LIT 4-08a:** To help me develop an informed view, I can identify some of the techniques used to influence or persuade and can assess the value of my sources.



**LIT 4-09a:** When listening and talking with others for different purposes, I can:

- communicate detailed information, ideas or opinions
- explain processes, concepts or ideas with some relevant supporting detail
- sum up ideas, issues, findings or conclusions

**LIT 4-10a:** I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required.

## Glossary

**Acknowledge sources** - ensure that other authors' work is clearly marked and referenced

**Conjunctions** - (or connectives) furthermore, moreover, similarly, yet despite, whereas, subsequently, before, also, after a while, eventually, in addition to this, on the contrary, etc.

**Punctuation** - full stops, commas, question marks, exclamation marks, inverted commas, ellipses, dashes, brackets, colons, semi-colons and apostrophes

**Sentence structure** - using long and short sentences and using a range of sentence openers (*words ending in ing, ed, ly and conjunctions*)

**Plagiarism** - is unethical and is a form of copyright theft which, in school will lead to you losing marks and not getting such a good grade for your work. If the work is submitted for exam purposes (e.g. folios, dissertations) and you are found to have been plagiarising, then you will fail the course.