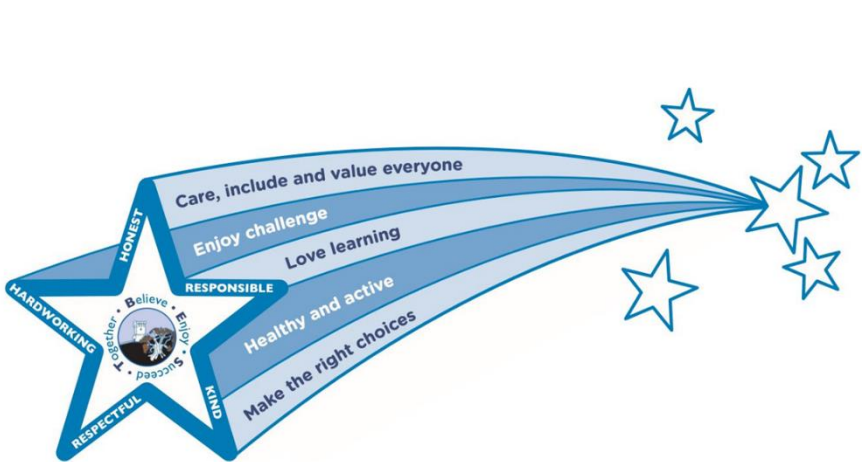


Whitehills Primary School

Our Shared Language of Learning



Listening and Talking Progression First Level

Introduction

Within First Level, children will develop learning, knowledge and skills within listening and talking through a variety of activities throughout the day and using a wide range of texts. Throughout this booklet, when referring to 'a text', this should be interpreted in its widest form. Texts not only include those presented in traditional written or print form but also orally, electronically or on film.

This guide will outline the expected progress in listening and talking across First Level and also after a year of progress within a level. Please be aware that this is a guide and that children progress through learning at different rates so some children may exceed the expectations set below and others will require support to meet the expectations below. At Whitehills we differentiate children's learning to support and challenge all children to progress in their learning at a pace that is suited to their needs.

At least ***two types of listening and talking organisers will be taught per planning block (each term), and one of these will be Tools for Listening and Talking.*** Opportunities will be identified for teaching listening and talking through wider curricular areas, e.g. science, social studies, expressive arts. Children will have the opportunity to engage in learning using Scottish texts and dialects. During Term 3, all classes will have a focus on Scottish poetry and heritage to coincide with Burns Day.

Enjoyment and choice

By the end of P2 you can expect;
I can select texts I enjoy listening to or watching and say why I chose these
I can begin to share my thoughts on what I've listened to or watched

Enjoyment and choice

By the end of P3 you can expect;
I can select texts I enjoy listening to or watching and say why I chose these and/or use them to find information
I can share my thoughts on what I've listened to or watched with others
I can begin to use what I have learned from listening/watching when making up my own texts

Enjoyment and choice

By the end of P4 you can expect;
I can select texts I enjoy listening to or watching and give reasons for my preferences. I can use them to find information.
I can explain why texts I watch or listen to are enjoyable or informative
I can use what I have learned from listening/watching when making up my own texts

Tools for Listening and Talking

By the end of P2 you can expect;
I can work towards taking turns when I'm listening and talking
I can listen to others in a group situation
I can use question starters to help me ask questions
I have been introduced to and am aware of the Whitehills Voice Scale
I can begin to show appropriate body language e.g. facing the person who is talking
I can show an awareness of pace when I talk with others
I can begin to use an appropriate choice of vocabulary when I talk with others

Tools for Listening and Talking

By the end of P3 you can expect;
I can take turns when I'm listening and talking and can begin to contribute appropriately at the right time
I can show respect to others by listening to what they say

I respond when listening by nodding and looking at the speaker
I can begin to ask and answer questions when talking with others
I know the appropriate voice level to use in different situations (Whitehills Voice Scale)
I can show appropriate body language e.g. facing the person and making eye contact
I can show an awareness of pace and expression when I talk with others
I can use an appropriate choice of vocabulary when I talk with others

Tools for Listening and Talking

By the end of P4 you can expect;
I can take turns when I'm listening and talking and can contribute appropriately at the right time in a variety of contexts
I can listen respectfully to others in a group situation and respond appropriately
I can ask and answer questions when talking with others
I know the appropriate voice level to use in different situations (Whitehills Voice Scale)

I can show appropriate body language e.g. facing the person, making eye contact and displaying upright and open posture

I can show an awareness of pace, expression and emphasis when I talk with others

I can use an appropriate choice of vocabulary when I talk with others

Finding and Using Information

By the end of P2 you can expect;

I can, with support, listen to or watch for the main idea of a text

With support, I can identify key words of a text I listen to or watch

I can begin to use this information for a specific purpose

I can copy simple note-making skills, which are modelled by my teacher

I can begin to recognise that some facts and information are more relevant to the task

I am beginning to understand that information and ideas are organised in a logical sequence

Finding and Using Information

By the end of P3 you can expect;
I can, with support, begin to identify the main idea and/or purpose of a text that I listen to or watch
I can identify the key words of a text I listen to or watch
I can use this information for a specific purpose
I can, with support, make basic notes under given headings
I can, with support, use my notes to help me make new texts
I can, with support, say which facts and information are relevant for my task
I can, with support, organise information and ideas in a logical sequence e.g. preparing a short talk

Finding and Using Information

By the end of P4 you can expect;
I can identify and discuss the main idea and purpose of a text that I listen to or watch
I can identify and discuss the key words of a range of texts I listen to or watch
I can use this information for a specific purpose

I can make basic notes under given headings for different purposes

I can use my notes to help me create and sequence new texts

I can identify which facts and information are relevant for my task

I can organise information and ideas in a logical sequence

Understanding, Analysing & Evaluating

By the end of P2 you can expect;

I can answer literal questions about different spoken texts

I can, with support, begin to create/ask questions which show my understanding of a spoken text

I can begin to recognise facts when listening to spoken texts

Understanding, Analysing & Evaluating

By the end of P3 you can expect;

I can answer literal questions and with support, begin to answer inferential questions to show understanding of the ideas in spoken texts

I can, with support, create/ask questions which show my understanding of a spoken text

I can recognise factual information in spoken texts

Understanding, Analysing & Evaluating

By the end of P4 you can expect;

I can answer literal and inferential questions, and with support, begin to answer simple evaluative questions to show understanding of the ideas in spoken texts

I can create/ask different types of questions which show my understanding of a spoken text

I can recognise simple differences between fact and opinion in spoken texts

Creating Texts

By the end of P2 you can expect;

I can speak clearly, articulating most words correctly

I can begin to offer information, experiences, explanations, ideas and opinions in small group and class discussions

I can, with support, choose words which help me communicate ideas/information

I can, with support, begin to select objects or pictures which might help me speak to others

Creating Texts

By the end of P3 you can expect;

I can communicate clearly at the right volume and

pace when engaging with others
I can share information, experiences, explanations, ideas and opinions in group and class discussions
I can, with support, choose appropriate vocabulary to help me communicate my ideas/information in a logical order
I can, with support, select appropriate objects or pictures to help me communicate with others

Creating Texts

By the end of P4 you can expect;
I can communicate clearly and audibly when engaging with others
I can contribute experiences, ideas and opinions to discussions when engaging with others for a range of purposes
I can select appropriate vocabulary and a logical sequence when communicating with others
I can begin to select and use resources which help me engage effectively with others