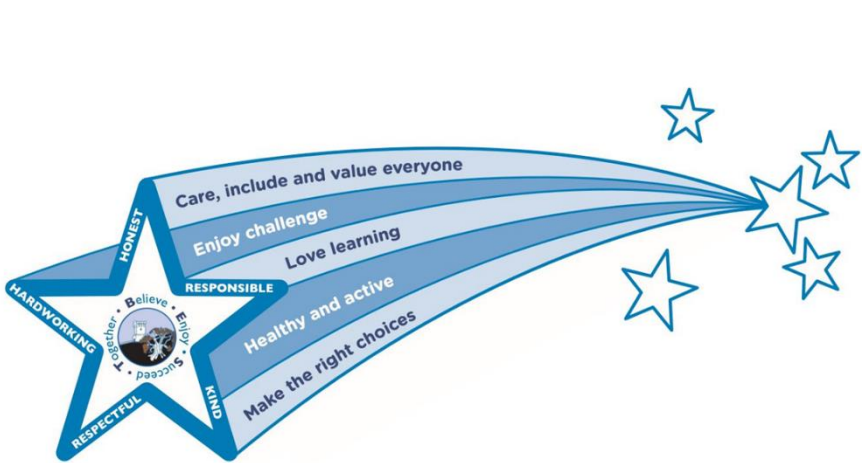# Whitehills Primary School

Our Shared
Language of Learning

Listening and Talking Progression
Second Level

Introduction

Within Second 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 Second 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 P5 you can expect;
I can select texts to listen to or watch for enjoyment and/or to find information and explain my choices
I can begin to select subject, format and resources when creating a talk or presentation for a given purpose

Enjoyment and choice

By the end of P6 you can expect;
I can select texts to listen to or watch for enjoyment and/or to find information and explain why I prefer one text over the other
I can, with support, select appropriate subject, format and resources when creating a talk or presentation for a given purpose

Enjoyment and choice

By the end of P7 you can expect;
I can select texts I enjoy to listen to or watch for enjoyment and/or to find information for a specific purpose and justify my choices and reasons
I can select subject, purpose, format and resources when creating a talk or presentation for an audience

Tools for Listening and Talking

By the end of P5 you can expect;
I can begin to contribute my ideas and opinions when I am listening
I can, with support, show that I value and respect the views of others
I can, with support, begin to develop my thinking by asking questions which clarify what others are saying
I can, with support, use appropriate eye-contact and body language when taking part in discussion and talking to an audience
I can speak at an appropriate volume and pace to communicate things I have learned
I can begin to recognise some techniques to engage or influence the listener e.g. choice of vocabulary, emphasis, tone and/or rhetorical questions

Tools for Listening and Talking

By the end of P6 you can expect;
I can contribute increasingly relevant ideas, information and opinions to develop a group discussion
I can, with support, show that I value the views of others by sharing my viewpoint respectfully
I can develop my thinking by asking questions which clarify or build on what others are saying by retelling
I can use appropriate eye-contact and body language when taking part in discussion and talking to an audience
I can speak at an appropriate volume and pace, beginning to use tone and emphasis to communicate things I have learned
I can recognise some techniques to engage or influence the listener e.g. choice of vocabulary, emphasis, tone and/or rhetorical questions

Tools for Listening and Talking

By the end of P7 you can expect;
I can contribute relevant ideas, information and opinions when engaging in different group discussion situations
I can show that I value the views of others by sharing my

viewpoint respectfully
I can develop my thinking by asking questions which clarify or build on what others are saying by retelling and paraphrasing
I can use appropriate eye-contact and body language when taking part in discussion and talking to an audience
I can recognise appropriate volume, pace, tone and emphasis when listening to others and use these tools when talking or presenting
I can use some techniques to engage or influence the listener e.g. choice of vocabulary, emphasis, tone and/or rhetorical questions

Finding and Using Information

By the end of P5 you can expect;
I can identify and discuss the purpose of a range of spoken texts
I can identify the main ideas of a spoken text by listening for specific information, which has been identified prior to the task
I can, with support, demonstrate that I can use information I hear for a specific purpose
I can make notes under given headings
I can use my notes to help me begin to retell what I hear

in my own words
I can use my notes to help me create a new text for a given purpose e.g. to prepare a talk

Finding and Using Information

By the end of P6 you can expect;
I can identify and discuss the purpose of a range of spoken texts and begin to explain my thinking
I can identify the main ideas of a spoken text, with increasing independence, and begin to discuss these using supporting details
I can with, increasing independence, demonstrate that I can use information I hear for a specific purpose
I can make relevant notes using my own headings and sub-headings
I can use my notes to help me retell and recount information in my own words
I can use my notes to help me create a new text, selecting suitable vocabulary for my audience

Finding and Using Information

By the end of P7 you can expect;
I can identify and discuss the purpose of a range of

spoken texts and explain my thinking
I can identify the main ideas of a spoken text and discuss these using supporting details
I can demonstrate my ability to use information I hear for a specific purpose
I can make relevant notes using my own headings and sub-headings, capturing key ideas
I can use my notes to help me share what I have watched or listened to by paraphrasing and using my own words
I can use my notes to help me create a new text, selecting subject-specific vocabulary and format for a range of purposes

Understanding, Analysing & Evaluating

By the end of P5 you can expect;
I can, with support, show my understanding of a spoken text by responding to literal, inferential and evaluative questions
I can create/ask literal questions and begin to create evaluative and inferential questions to help me and others clarify the content and meaning of spoken texts
I can recall parts of spoken/watched texts which are factual or which share an opinion
I can begin to explain whether and how a source tries to influence or change my thinking

Understanding, Analysing & Evaluating

By the end of P6 you can expect;
I can show my understanding of a spoken text by responding, with increasing accuracy, to literal, inferential and evaluative questions
I can create/ask appropriate literal, evaluative and inferential questions to help me and others clarify the content and meaning of spoken texts
I can begin to explain whether a spoken/watched text is factual or offers opinion/tries to influence me
I can begin to recognise and talk about the techniques used to persuade or influence me

Understanding, Analysing & Evaluating

By the end of P7 you can expect;
I can show my understanding of a spoken texts by responding to a range of literal, inferential and evaluative questions
I can create/ask a range of appropriate questions, including literal, evaluative and inferential, to help me and others clarify the content and meaning of spoken texts
I can identify the difference between fact and opinion and explain my thoughts
I can evaluate the reliability of my sources when listening and watching for different purposes

Creating Texts

By the end of P5 you can expect;
I can share information, experiences and opinions clearly and audibly with others
I can, with support, break processes and ideas down into a logical order
I can, with support, identify issues being raised and begin to summarise main points or findings
I can, with support, begin to ask questions which clarify or build on what others are saying
I can, with support, plan and deliver an organised presentation
I can begin to combine appropriate vocabulary and communication skills to structure my presentation/talks
I can select and use resources which help me communicate clearly with others

Creating Texts

By the end of P6 you can expect;
I can share information, experiences and opinions clearly and audibly and begin to use expression in different contexts
I can, with support, break processes and ideas down into a logical order to explain these to others
I can identify issues being raised and begin to summarise main points and findings
I can begin to ask questions which clarify or build on what others are saying
I can, with increasing confidence, plan and deliver an organised presentation to others
I can combine appropriate vocabulary and

communication skills to structure my presentation/talks,
I can select and use resources which are increasingly relevant to my presentation

Creating Texts

By the end of P7 you can expect;
I can share information, experiences and opinions clearly and audibly and use expression effectively in different contexts
I can break down processes and ideas and explain in clear logical steps
I can identify issues being raised and summarise main points and findings
I can encourage discussion by asking questions and prompt others to clarify and say more
I can, with increasing confidence, plan and deliver organised presentations to others within and beyond my place of learning
I can combine appropriate vocabulary and communication skills to structure my presentation/talks, appropriate to purpose and audience
I can select and use resources which are relevant to my presentation and engage my audience