

# Busby Primary School

Curriculum for Excellence

*A Guide for Parents and Carers to Support Learning at Home*

## **LISTENING & TALKING THIRD LEVEL**



# Listening and Talking Third Level

**This booklet outlines the skills pupils will develop in Listening and Talking within the Third Level.**

**This booklet links the Experiences and Outcomes to the skills pupils will develop in the Third Level.**

## Experiences and Outcomes

### Enjoyment & Choice

I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet with 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.

### Tools

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.

I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.

### Tools

Having explored and analysed the features of spoken language, I can use these, adopting an appropriate register to suit my purpose and audience.

## Encourage your child to....

- Select texts that are challenging and stimulating, express opinions and give reasons with justification on the suitability.
- Select subject, purpose, format and resources to create texts demonstrating personal style.
- Demonstrate the features of group discussion skills:
  - responding and reacting to audience
  - making a reasoned response to a contradictory point of view
  - agreeing and supporting
  - questioning
  - challenging and defending
  - expanding and summarising.
- Apply roles, take account of the role of others and use contributions to reflect on, clarify understanding and / or refine thinking.
- Explore, analyse and demonstrate the features of effective spoken language to suit purpose and audience e.g.
  - audibility and clarity
  - volume
  - intonation
  - tone
  - register
  - pace
  - fluency.
- Self and peer evaluate using the features of effective spoken language, oral presentation and listening skills.



## Experiences and Outcomes

### Finding & Using Information

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.

### Finding & Using Information

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.

### Finding & Using Information

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.

### Understanding, Analysing & Evaluating

I can show understanding of what I listen to or watch by commenting, with evidence, on the content and forms of short and extended texts.

## Encourage your child to....

- Identify and communicate the main purpose(s) or theme(s) of texts, make inferences from key statements and identify and discuss similarities and differences between different types of text when listening or watching.
- Select and use information for different purposes e.g. argument, debate, analysis, exploration and consideration of ideas.
- Make notes from a variety of sources suitable to purpose:
  - using preferred format
  - organise in a logical, sequential and structured manner
  - under suitable headings
  - using own words and technical vocabulary as appropriate.
- Use notes to develop ideas, retain and recall information and create new texts of increasing complexity and with independence.
- Select, organise, sequence and structure ideas and select relevant information in order to report in a variety of ways employing suitable content, style, vocabulary and language to communicate effectively.
- Demonstrate understanding by commenting with evidence on content and / or express an opinion and state how the form of the text influences the listener.

## Experiences and Outcomes

## Encourage your child to....

### Understanding, Analysing & Evaluating

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.

### Creating Texts

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.

### Creating Texts

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.

- Identify the intended purpose of persuasive texts by recognising the techniques employed to influence opinion e.g.
  - function and impact of statistical information
  - exaggeration
  - bias
  - emotive language
  - sensationalism
  - aspects of layout
  - graphic content.
- Evaluate sources and use of techniques to influence opinion.
- Communicate information, ideas or opinions, explain processes, concepts or ideas, identify issues raised, summarise and draw conclusions when listening and talking with others for a range of purposes.
- Communicate effectively by transferring skills to a variety of settings using appropriate resources with increasing confidence and independence.



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