**Literacy and Health and Wellbeing Listening and Talking Support Booklet**

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| **This teaching and learning support booklet has been created to support listening and talking as part of our Falkirk Children’s Services Return to School Recovery Phase. Our Listening and Talking blog post has additional information –** [**click here**](https://blogs.glowscotland.org.uk/fa/LiteracyStrategy/) **to visit.**  **The key questions and ideas in this booklet could be used in conjunction with the Learning Resource Service list of books and texts which support the mental, emotional and social wellbeing of children and young people as they return to school (Appendix 1).**  **However, you may prefer to use this booklet alongside your own HWB programmes, resources or activities.** |
| **These questions and activities link well with the suggested activities within the Education Scotland “Thriving”** [**curriculum plan**](https://education.gov.scot/media/3pldrn2h/supplementaugtooctlearningactivities_.pdf)**.**  [**The Compassionate Classroom support**](https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom/) **materials have lesson ideas which contextualise these literacy skills to support the mental, emotional and social wellbeing of your upper primary pupils.**  **The Scotland Learns** [**literacy**](https://education.gov.scot/improvement/scotland-learns/literacy-and-english-activities/) **and** [**health and wellbeing**](https://education.gov.scot/improvement/scotland-learns/health-and-wellbeing-activities/) **pages have lesson suggestions and structures for early to fourth level learning.** |
| **There are notes in this document which explain the dialogic question techniques and child-centred pedagogy which underpins this support tool. Practitioners working with early to second level children can use and/or adapt the potential key questions as revision and/or progression tools for their pupils. They are written in a logical sequence, but there may not be time or the necessity to use all of them. Practitioners should therefore decide how and when they want to use the questions, suggested activities and assessment approaches. The wording of the questions and the nature of the activities can obviously be adjusted by practitioners to suit the interests, developmental stage and prior learning of pupils.** |
| **We hope that this booklet offers valuable insight into how you can nurture and support your pupils’ Literacy, Health and Wellbeing and emotional literacy . Appendix 1 is a copy of the reading resource list which may also be useful for talking and listening activities. Practitioners may want to integrate their talking and listening teaching and learning with the reading comprehension activities.**  **Appendix 2 is a map of which experiences and outcomes this learning links, and Appendix 3 collates the benchmarks at each level to inform assessment of the literacy element of this IDL bundle. Appendix 4a shows how it relates to the four contexts of your curriculum, and Appendix 4b how it addresses each of the four capacities of Curriculum for Excellence.**  **A selection of professional reading materials to support practitioner understanding of talking and listening is provided in Appendix 5** |

**Your feedback would be welcomed by the Falkirk Literacy Team, c/o** [**yvonne.mcblain@falkirk.gov.uk**](mailto:yvonne.mcblain@falkirk.gov.uk) **and we would be delighted to hear how you use this tool and what impact it has for your pupils.**

**The purpose of the key questions in this section is to activate children’s prior knowledge and prepare them mentally and emotionally for new learning which builds on their recent experiences:**

* **helping pupils to re-tune to listening and talking in school-based contexts**
* **to recall, develop and apply listening and talking as part of relationship-building**
* **to identify listening and talking skills which they would like to progress**

**The questions, activities and assessment ideas are all designed to promote pupils’ feelings of agency, autonomy and increasing independence within their own learning process.**

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| **Concrete preparation - relationship building, embedding new ways of working together and communicating** | | |
| **Potential key questions to structure planning of learning with & for pupils** | **Potential Learning Activities** | **Potential Assessment Ideas and Approaches** |
| How is everyone? How are we feeling?  What good things have happened since we were last at school together?  What other things have happened since we were last at school together?  How can we use our talking and listening skills to communicate everything which has happened? | Conversation time; Think, pair, share activities; Co-operative learning carousel activity. Could use photos, audio texts, music, art as “insight cultivators” or conversation starters – children could select a photo which they relate to, or practitioner could have a range of images or objects which may suggest particular emotions for children to choose from.  Use of art or drama activities to support comfortable sharing of feelings  HWB resources | Teacher/EYO observation and notes  Formative strategies – share verbal learning intention – today we are developing our ability to talk about our feelings  Create success criteria with pupils  Use plenary and informal visual methods to capture how pupils feel they are doing. |
| How will we work and play together in our learning spaces and our school/centre now?  What can we do to keep everyone safe and happy?  What has to be the same or different because of the coronavirus?  What can we do to help everyone cope with these changes? | Think, Pair Share to surface issues, ideas, same/different ways of doing things in school  Group discussion activities – combine pairs to begin to discuss and identify same and different  Create lists, signs, or do drama to consolidate new ways of working  Use circle time or HWB resource activities to explore feelings about these changes | Use plenary discussion or informal visual methods – self or peer assessment to capture how pupils feel they are doing (Thumbs up, emojis, 2 stars and a wish, even better if – (EBF), etc. |
| **Additional Play-based Learning and Teaching Ideas**   * Engage with children in their play and encourage them to talk about their feelings and things that are the same/different. Provide mirrors, pictures, puppets etc. in the environment to support children to explore this. * Provide a range of books (see resource list for ideas) for children to look at/listen to, to encourage further discussion. * Involve the children in setting up the learning spaces and listen to their ideas as to how the areas could be separated. Could they help make signs to show the different areas; which bubbles go where; one way systems? * Discuss what we can do to help our friends/others who may be feeling upset or worried – use photographs or Boardmaker images to support children’s understanding. * Link with families to find out more about what the children did during lockdown (e.g. books they read; activities they took part in. Families could email photos in to settings which could be printed out and displayed aiding further discussion. | | |

**The purpose of these key questions is to encourage metacognition about listening, talking and communicating to help children understand how particular listening and talking skills can be useful to them now and in the future – across their learning. Further detail of these skills and what their progression looks like within and across the levels is available in the Falkirk Literacy and English Progression Pathways available here (Glow login required).**

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| **Encouraging metacognition – awareness of and thinking about learning and its purpose** | | |
| **Potential key questions to structure planning of learning with & for pupils** | **Potential Learning Activities** | **Potential Assessment Ideas and Approaches** |
| Which relationships have you been able to keep going during lockdown and over the summer holidays?  How did you keep your relationships going – what ways of communicating did you have to use?  Did these ways of communicating help your talking and listening skills? Can you describe how well you have used your talking and listening skills since schools closed?  What do you feel you need to work on now?  In what ways can we help you with your communication and relationship-building skills?  What kind of communication skills do we need to work on after spending such a long time apart from people?  How could we improve these communication skills? Let’s make a plan… | This plan relies on effective use of dialogic teaching strategies. Key features of this approach are: teacher as facilitator of discussions which help children share their existing thinking about the questions.  By inviting multiple pupil answers to the same question, the teacher draws out and helps them to correct or develop thinking. More info by clicking [here](https://www.tes.com/news/dialogic-teaching-10-principles-classroom-talk).  There are lots of practical ways in which individual, paired and group discussion activities could structure children’s engagement with these questions. The Compassionate Classroom and Scotland Learns resources offer ideas if needed. (See links on cover of this booklet)  Work with children to make a plan of listening, talking and communication skills they feel they need to work on. | Teacher/EYO observation and notes  Teacher and peer feedback on children’s responses  Children share their plans – justifying what they have identified if possible and perhaps identifying specific targets and timescales if they want to. |
| * **Additional Play-based Learning and Teaching Ideas** * Ensure children have relaxed opportunities to chat together e.g. relaxed snack and lunchtimes, welcoming story corners or den spaces. Ensure adults join children in their play and learning spaces, modelling good talking and listening skills during interactions * During play and learning, use Makaton signs/photos/Boardmaker images to support children’s understanding of the different behaviours required for effective listening. * Ask parent’s to provide photographs of children’s families to display in the learning spaces or in photo albums. Use these as a prompt to interact, when appropriate, with children individually or in small groups; talking about their feelings about not seeing family members for a long time – what did they miss most? How did they feel when they saw them again? Use stories/books to support further discussion around this. | | |

**Once again, these questions encourage metacognition and agency – the skills being developed are made explicit and the phrasing of the questions encourages children to develop a sense of being capable and in control of their own learning progress. This development of a language of learning has been shown to help children to recognise and talk about their progress in learning and to engage more deeply, confidently and autonomously.**

**APPENDIX 1 -** **RESTORATION READING COLLECTION -** Books recommended by the Learning Resource Service to promote health and well-being when children return to school.

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| **PICTURE BOOKS** | | | |
| **AUTHOR** | **TITLE** | **AGE GROUP** | **INFORMATION** |
| Andreae, Giles | I love my teacher | 2-5 | Great for reassuring little ones as they start school. Goes through a school day with teacher always there to help. |
| Bee, Sarah | The yes | 4-7 | Illustrates the power of a positive attitude in the face of problems. |
| Bright, Rachel | The worrysaurus | 3-6 | A lovely rhyming story about feelings of anxiety and calming those butterflies in your tummy. |
| Browne, Anthony | Silly Billy  Willy and the cloud | 5+ | Most of Anthony Browne’s books deal with emotions in some way and are great to use with older pupils. |
| Burrows, Ailsa | The jar of happiness | 4-7 | Gentle story about finding happiness with family and friends. |
| Doerrfeld, Cori | The rabbit listened | 3-6 | All the animals have suggestions for how Taylor should handle his emotions but none are right. Only rabbit helps by simply listening to him. A book about grief and loss. |
| Edwards, Nicola | Happy: a children’s book of mindfulness | 6-9 | Uses mindfulness to encourage children to explore their emotions and be calm through breathing and exploring the beautiful world around them. |
| Gliori, Debi | Little owl’s first day | 3-5 | Children may be anxious about starting school or nursery and being separated from their family. Little owl learns that spending the day with friends can be fun. |
| Hart, Owen | I’ll love you forever | 3-5 | A beautiful and calm look at how love is constant no matter what is going on in life. |
| Ironside, Virginia | The huge bag of worries | 3-7 | Jenny carries a huge bag of worries with her wherever she goes and is desperate for someone to help her. This book shows children that a problem shared is a problem halved. |
| Llenas, Anna | The colour monster | 3-6 | A kind little girl helps a friendly monster to identify and sort his mixed-up feelings. Each feeling has a colour. |
| Llenas, Anna | The colour monster goes to school | 3-6 | Useful for looking at fears around starting school. |
| Malcolm, Deborah | Meh | 4-7 | Moving wordless picture book about depression |
| Percival, Tom | Ravi’s roar | 3-6 | Ravi struggles to control his feelings. This story helps those who feel angry to express their emotions. |
| Percival, Tom | Ruby’s worry | 3-6 | Shows how small worries can grow and grow until they become overwhelming. Ruby gets begins to feel better by sharing her worries. |
| Redford, Ali | The boy who built a wall around himself | 5-10 | A picture book for older pupils. Uses the metaphor of a wall to show how children who have had bad experiences can put up barriers to those around them. |
| Rosen, Michael | Sad |  | Deeply moving personal account of grief and loss. |
| Ross, Tony | I don’t want to wash my hands | 3-6 | Light-hearted look at hand-washing. |
| Santat, Dan | After the fall | 5-8 | The story of how Humpty-Dumpty put himself back together again – building emotional resilience. |
| [**Sanders, Jayneen**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Sanders%2c%20Jayneen&start=1&count=10) | Resilience: a book to encourage resilience, persistence and to help children bounce back from challenges and adversity | 4-9 | This lovely story uses verse and beautiful illustrations to model resilience, persistence, and the ability to face challenges with tenacity. |
| **Stevens, Liza** | Not today Celeste!: a dog’s tale about her human’s depression | 3-7 | Story of depression told through the eyes of a dog. |

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| **PICTURE BOOKS - continued** | | | |
| **AUTHOR** | **TITLE** | **AGE GROUP** | **INFORMATION** |
| Tims, Barry | Where happiness lives | 3-6 | Lift-the-flap story of three mice who live in three different sized houses. But which mouse is happiest? Does living in a bigger house with fountains and a games room make you happier than living in a smaller house full of family? |
| Willems, Mo | The pigeon HAS to go to school | 4-6 | A humorous look at the fears around going to school for the first time but will have applications for those returning after a long break. |

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| **FICTION** | | | |
| **AUTHOR** | **TITLE** | **AGE GROUP** | **INFORMATION** |
| Brahmachari, Sita | Worry angels | 9-13 | High interest level/low reading ability and dyslexia friendly. A heartwarming tale that addresses anxiety issues. |
| Clare, Horatio | Aubrey and the terrible yoot | 8-11 | Aubrey’s dad has been put under a spell – depression – and Aubrey is determined to break it. |
| Colfer, Eoin | Anna Liza and the happy practice | 6-10 | Dyslexia friendly. Anna Liza wants to be a psychiatrist like her mum and tries to help people in the waiting room but she comes across a patient that she can’t cheer up and must dig deeper. |
| Foster, Stewart | All the things that could go wrong | 10-14 | Heart-warming tale of friendship between two boys – Alex who has OCD and Dan who is angry and lashes out. |
| Haig, Matt | The truth pixie;  The truth pixie goes to school | 6-9 | This is a short rhyming story about accepting yourself and understanding the bad things that happen don’t define you forever. |
| Harris, Sally | Double Felix | 8-12 | Felix suffers from anxiety and OCD. A sweet and funny story which is good for empathy and growth mindset. |
| Jozefkowicz, Ewa | The mystery of the colour thief | 10-12 | Izzy suffers badly with nightmares after a car accident which leaves her mum in a coma. A thief steals all the colours from Izzy’s world leaving her feeling empty and hopeless. A heartwarming story about hope and self-confidence. |
| Mian, Zanib | Accidental trouble magnet (Planet Omar) | 7-10 | Omar has just moved into a new house and is starting a new school too. A story about being different and overcoming hurdles. Fans of Wimpy Kid may enjoy. |
| Rees, Gwyneth | Earth to Daniel | 9-13 | A sympathetic story about coping with a parent’s mental illness. |
| [**Telgemeier, Raina**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Telgemeier%2c%20Raina&start=1&count=10) | Guts | 10-15 | Graphic novel format: Raina struggles with phobias, anxiety and panic attacks, she sees a therapist, and is eventually diagnosed with IBS. |
| **Thompson, Lisa** | The goldfish boy | 9-13 | Powerful portrayal of mental illness. |
| **Willianson, Lara** | The girl with space in her heart | 9-13 | Funny and moving this tackles some big issues. Mabel talks about her 'worry suitcase', a series of anxieties she carries around with her. |

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| **NON-FICTION** | | | |
| **AUTHOR** | **TITLE** | **AGE GROUP** | **INFORMATION** |
|  | M is for mindfulness: an alphabet book of calm | 6-9 | An encouraging and upbeat look at mindfulness and emotions |
| Alloway, Tracey Packham | The playground problem: a book about anxiety | 5-8 | Dyslexia friendly. Tackles some of the anxieties around friendships and school. |
| Barnham, Kay | Feeling frightened | 4-7 | Takes a story approach to feelings. This is part of a series by Wayland looking at different emotions, all of which may be useful at this time. |
| [**Ben-Barak, Idan**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Ben%2dBarak%2c%20Idan&start=1&count=10) | Don’t lick this book\*: \*it’s full of germs | 4-6 | Humorous look at microbes and how they are transferred. |
| Brooks, Felicity; Allen, Frankie | All about feelings | 5-7 | Well-pitched to target audience with expressive illustrations. |
| Butterfield, Moira | Everybody feels … angry | 4-7 | A series by QED looking at different emotions in story form. |
| [**Christelis, Paul**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Christelis%2c%20Paul&start=1&count=10) | Breath by breath: a mindfulness guide to feeling calm | 6-9 | Part of a series ‘Mindful me’ all of which could be useful. |
| [**Christelis, Paul**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Christelis%2c%20Paul&start=1&count=10) | Worries | 4-7 | A simple and comforting look at worries. |
| **Clayborne, Anna** | Self-esteem and mental health | 9-12 | Covers a wide range of mental health issues, a good starting point. |
| [**Duhig, Holly**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Duhig%2c%20Holly&start=1&count=10) | A book about anxiety; A book about depression | 8-12 | Clear explanations and advice. |
| [**Duhig, Holly**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Duhig%2c%20Holly&start=1&count=10) | Understanding anxiety | 8-11 | Clear information with supportive techniques to help. |
| **Gordon, Kathy** | Feelings: a lift the flap book of emotions | 3-5 | Good introduction to identifying different emotions for little ones. |
| **Greenwood, Elinor** | My mixed emotions: learn to love your feelings | 6-10 | A lovely book looking at many aspects of PHSE. |
| **Harman, Alice** | Think positive; Face your fears; Boost your brain; Ask for help; Build resilience | 7-11 | Common sense advice for developing resilience and a growth mind set. Series called ‘Grow your mind’. |
| **Hasson, Gill** | Face your fears; Put your worries away; Take charge of anger | 7-11 | Inclusive and reassuring series with plenty of sound advice. |
| **Head, Honor** | Build resilience series | 6-8 | Not published until August 2020. Series looks at coping with change, unexpected challenges and more. |
| **Head, Honor** | Your emotions | 8-11 | Straightforward, sound advice on dealing with emotions. |
| **Hoopmann, Kathy** | All birds have anxiety | 5-10 | Text is reassuring and perfectly offset with the funny photos. Could work with a wide age-range. |
| **Heubner, Dawn** | Something bad happened: a kids guide to coping with events in the news | 8-13 | Very appropriate for the current situation and beyond. Does have some ‘fill-in’ pages. |
| **Hubbard, Ben** | Health and wellness | 7-11 | Looks at health and well-being in the digital age e.g. how to be safe online, too much screen time etc. |
| **Kinder, Wynne** | Calm: mindfulness for kids | 7-11 | Impressive range of mindfulness tools. |

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| **NON-FICTION – continued** | | | |
| **AUTHOR** | **TITLE** | **AGE GROUP** | **INFORMATION** |
| [**King, Vanessa**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=King%2c%20Vanessa&start=1&count=10)**;**  [**Payne, Val**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Payne%2c%20Val&start=1&count=10)**;**[**Harper,**](http://libraries.peters.co.uk/do_search.pl?functype=search&type0=3&value0=Harper%2c%20Peter&start=1&count=10) **Peter** | 50 ways to feel happy | 8-12 | Looks at ways to encourage positivity with some practical activities. |
| **Mould, Steve** | The bacteria book | 8-11 | This covers different areas of microbiology in a child-friendly way, including how germs behave, why microbes are important, how viral infections spread and how our bodies fight viruses. |
| **Potter, Molly** | How are you feeling today? | 5-8 | Reassuring with useful coping practices. |
| **Potter, Molly** | What’s going on inside my head? | 5-8 | A great book that carefully spells out mental health issues and ways to resolve them in a friendly, considered tone. |
| **Potter, Molly** | What’s worrying you? | 5-8 | Sensible approach to different worries. |
| **Stewart, Whitney** | Tummy ride; Loving kindness | 1-4 | Board book series about mindfulness for young children. |

**APPENDIX 2 - The INTERDISCIPLINARY BUNDLE of experiences and outcomes which this plan could link**

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| **Subject Organiser** | ***Experiences and Outcomes which are most relevant to the purpose of this plan*** | | |
| **Mental and emotional wellbeing** | *I am aware of and able to express my feelings and am developing the ability to talk about them.* ***HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a***  *I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them*. ***HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a***  *I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.* ***HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a***  I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. **HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a**  *I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.* ***HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a***  *I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.* ***HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a***  *I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.* ***HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a*** | | |
| **Social wellbeing** | *I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.*  ***HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a***  *I value the opportunities I am given to make friends and be part of a group in a range of situations.* ***HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a*** | | |
| **Listening and talking**  **Tools for listening and talking**  – to help me when interacting or presenting within and beyond my place of learning | *As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.*  ***LIT 0-02a* / ENG 0-03a** | *When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect.* ***LIT 1-02a*** | *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 2-02a*** |
| I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.  **ENG 1-03a** | I can recognise how the features of spoken language can help in communication, and I can use what I learn.  I can recognise different features of my own and others’ spoken language **ENG 2-03a** |

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| **Listening and talking**  **Creating texts**  – applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary | *Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message.* ***LIT 0-09a***  *As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.*  ***LIT 0-10a*** | *When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more.* ***LIT 1-09a***  *I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources[[1]](#footnote-1) as required.*  ***LIT 1-10a*** | *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 and* * *Clarify points by asking questions or by asking others to say more.*   ***LIT 2-09a***  *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 2-10a*** |

**APPENDIX 3 - The BENCHMARKS TO INFORM ANY LITERACY ASSESSMENT resulting from this plan**

Benchmarks support teachers’ professional judgement of achievement of a level which should be informed by a wide range of evidence. The reading comprehension work in this bundle contributes to the range of evidence you will gather to determine if the expected standard has been achieved and the learner has:

* achieved a **breadth** of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level;
* responded consistently well to the level of **challenge** set out in the Experiences and Outcomes for the level and has moved forward to learning at the next level in some aspects; and
* demonstrated **application** of what they have learned in new and unfamiliar situations.

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| **Listening and talking - Tools for listening and talking -** – **to help me when interacting or presenting within and beyond my place of learning** | |
| ***As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.***  ***LIT 0-02a* / ENG 0-03a** | * ***Makes an attempt to take turns when listening and talking in a variety of contexts*** * ***Makes an attempt to use appropriate body language when listening to others, for examples, eye contact*** * ***Listens and responds to others appropriately*** * ***Asks questions and responds relevantly to questions from others*** * ***Follows and gives simple instructions*** * ***Shares ideas with a wider audience, for example. roup or class*** |
| ***When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect****.* ***LIT 1-02a***  I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.  **ENG 1-03a** | * ***Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.*** * ***Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.*** * Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression, and/or body language. |
| ***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 2-02a***  I can recognise how the features of spoken language can help in communication, and I can use what I learn.  I can recognise different features of my own and others’ spoken language  **ENG 2-03a** | * ***Contributes a number of relevant ideas, information and opinions when engaging with others.*** * ***Shows respect for the views of others and offers own viewpoint.*** * ***Builds on the contributions of others, for example, by asking or answering questions, clarifying points of supporting others’ opinion or ideas.*** * ***Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language , emphasis, pace and/or tone.*** * Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone, and/or rhetorical questions. |

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| **Listening and talking - Creating texts -** **applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary** | |
| ***Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-09a***  ***As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings LIT 0-10a*** | * ***Talks clearly to others in different contexts sharing feelings ,ideas and thoughts.*** * ***Recounts experiences, stories and events in a logical sequence for different purposes.*** * ***Communicates and shares stories in different ways for example, in imaginative play.*** * ***Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text..*** |
| ***When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. LIT 1-09a***  ***I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required******LIT 1-10a*** | * ***Selects and shares ideas/information using appropriate vocabulary in a logical order*** * ***Contributes to group/class discussions, engaging with others for a range of purposes.*** * ***Communicates clearly and audibly*** * ***Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.*** |
| ***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 and*** * ***Clarify points by asking questions or by asking others to say more.***   ***LIT 2-09a***  ***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 2-10a*** | * ***Communicates clearly, audibly and with expression in different contexts*** * ***Plans and delivers an organised presentation/talk with relevant content and appropriate structure*** * ***Uses suitable vocabulary for purpose and audience*** * ***Selects and uses resources to support communication*** |

**APPENDIX 4 a– HOW THIS PLAN RELATES TO THE FOUR CAPACITIES OF CURRICULUM FOR EXCELLENCE**

**The curriculum purpose of this plan is to** – support the mental, social and emotional health and wellbeing of children and young people during the recovery phase through development of **talking and listening and emotional literacy.**

**The elements of each aspect of Curriculum for Excellence which this plan supports are highlighted in yellow**

|  |  |  |  |
| --- | --- | --- | --- |
| A picture containing holding, food, water, red  Description automatically generated | **with:**  **>** enthusiasm and motivation for learning  **>** determination to reach high standards of achievement  **>** openness to new thinking and ideas | A picture containing holding, ball, water, red  Description automatically generated | **with:**  **>** self respect  **>** a sense of physical, mental and emotional wellbeing  **>** secure values and beliefs |
| **and able to:**  **>** use literacy, communication and  numeracy skills  **>** use technology for learning  **>** think creatively and independently  **>** learn independently and as part of a group  **>** make reasoned evaluations  **>** link and apply different kinds of learning in new situations | | **and able to:**  **>** relate to others and manage themselves  **>** pursue a healthy and active lifestyle  **>** be self aware  **>** develop and communicate their own beliefs and view of the world  **>** live as independently as they can  **>** assess risk and take informed decisions  **>** achieve success in different areas of activity | |
| A picture containing holding, ball  Description automatically generated | **with:**  **>** respect for others  **>** commitment to participate responsibly in political, economic, social and cultural life | A close up of a sign  Description automatically generated | **with:**  **>** an enterprising attitude  **>** resilience  **>** self-reliance |
| **and able to:**  **>** develop knowledge and understanding of the world and Scotland’s place in it  **>** understand different beliefs and cultures  **>** make informed choices and decisions  **>** evaluate environmental, scientific and technological issues  **>** develop informed, ethical views of complex issues | | **and able to:**  **>** communicate in different ways and in different settings  **>** make informed choices and decisions  **>** work in partnership and in teams  **>** take the initiative and lead  **>** apply critical thinking in new contexts  **>** create and develop  **>** solve problems | |

**APPENDIX 4 b– HOW THIS PLAN RELATES TO THE FOUR CAPACITIES OF CURRICULUM FOR EXCELLENCE - (subjects, knowledge, skills & values)**

|  |  |  |
| --- | --- | --- |
| **Opportunities for personal achievement** | **Interdisciplinary Learning** | |
| Developing oracy skills – the ability to talk and listen in a range of social and learning situations  Developing social communication and language skills including non-verbal communication | Making the links between language, communication and relationship-building explicit for learners  Creating learning and play situations where pupils can develop talking and listening strategies which support independent communication and the capacity to build and sustain relationships | |
| **Ethos and Life of the school as a community** | **Curriculum areas and Subjects** | |
| Building relationships in class and across the school or centre  Building a sense of community with pupils, parents and wider community  Establishing new ways of working, playing and staying safe together | W:\Curriculum Support\IDL (new)\Curriculum diagrams\LIT pic.PNG | W:\Curriculum Support\IDL (new)\Curriculum diagrams\HWB.PNG |

**APPENDIX 5– PROFESSIONAL READING MATERIALS TO SUPPORT PEDAGOGY AND PRACTICE**

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Education Scotland - Group Discussion skills framework and support materials - available [here](file:///W:\Curriculum%20Support\Literacy%20(new)\2017-18\National%20Documents\Listening%20and%20talking\Group%20discussion\lit10-group-discussion-skills-diagram.pdf)

Early to Second level Talking and Listening planning pro forma (home and school) available [here](file:///W:\Curriculum%20Support\Literacy%20(new)\2020-21\Education%20Scotland%20materials\T%20an%20d%20L%20planning%20Pro%20forma.pdf)

Clicking [here](https://education.gov.scot/improvement/search/?OriginSubsite=3&query=listening+and+talking) will take you to the search results for Listening and Talking within the National Improvement Hub.

1. [↑](#footnote-ref-1)