

Listening and talking – First Level	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	I am aware	I understand	I use with understanding	I apply
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level
	Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	<i>I enjoy exploring and I regularly select and listen to, or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.</i> <i>I regularly select subject, purpose, format and resources to create texts of my choice.</i> LIT 1-01a / LIT 2-01a	Children may engage in spoken texts by: - choosing to look or listen to the same texts many times and showing enjoyment, e.g. by finishing sentences, commenting on interesting parts, changing parts of the story. - retelling familiar texts orally, including role play, using actions and props. - talking about a text and expanding on similar themes or ideas related to personal experiences.	Children may engage in spoken texts by: - choosing texts with themes which relate to their own interests and/or class topic. - discussing parts of text which they enjoyed or found interesting. - speaking about experiences and interests giving some detail. - making comments about the text and linking to personal experiences e.g. "I've got a book about pyramids at home".	Children may engage in spoken texts by: - choosing a text and explaining their choice, e.g. relating texts to their interests/class topic/personal experience. - speaking in a clear logical sequence giving lots of detail, e.g. can talk in detail about what happened at the weekend without need for further clarification. - making comments about the text and linking to prior knowledge e.g. "a pyramid is a 3D shape".	<ul style="list-style-type: none"> Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences.
	Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	<i>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.</i> LIT 1-02a <i>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn.</i> ENG 1-03a	When playing and talking together children may: - follow an instruction within a game and small group task. - use body language to support what they're saying. - contribute their own ideas in small group tasks. - understand and ask 'when' and 'what happened' questions. - use familiar vocabulary to talk about their own interests and observations. - respond appropriately to adults using body language to show they are listening (e.g. nodding).	When playing and talking together children may: - use eye contact, facial expression and body language to demonstrate they are listening (following an adult model). - talk over and interrupt each other. - gradually drift off topic.	When playing and talking together children may: - use eye contact, facial expression and body language to demonstrate they are listening within pairs and small groups. - make relevant comments during conversation. - ask relevant questions, including 'why' and 'how'. - interrupt with relevant comments and information. - use relevant vocabulary according to context. - stay on topic.	<ul style="list-style-type: none"> 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.

Listening and talking – First Level	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	I am aware	I understand	I use with understanding	I apply
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level
	Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	<p><i>As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.</i> LIT 1-04a</p> <p><i>As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts.</i> LIT 1-05a</p> <p><i>I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others.</i> LIT 1-06a</p>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> - use new vocabulary which they have had repetitive exposure to. - show interest in new information by asking questions. - identify and recall information that is of interest to them. - talk about ideas and objects. - talk about things that go together. - categorise groups of ideas and objects. - use pictures, images and props to sequence a familiar text . 	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> - summarise the main idea/s using their own words e.g. "he's an owl who is scared of the dark". - identify differences between groups of ideas/objects. - use ideas from a familiar text to support the substitution of a character, event or setting. - be able to put observations into categories e.g. when given two pictures and a selection of describing words they are able to organise them into which category they belong to. 	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> - retell the main ideas in sequential order using an appropriate amount of detail for an unfamiliar listener. - identify similarities between groups of ideas/objects. - use ideas from a familiar text to support the creation of a new text with a similar structure/genre. - be able to identify details e.g. Feelings of main characters, descriptions of settings. 	<ul style="list-style-type: none"> • <i>Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.</i> • <i>Makes relevant notes under given headings and can use these for different purposes.</i> • <i>Uses notes to create and sequence new texts.</i>
	Understanding, analysing and evaluating - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> LIT 1-07a</p> <p><i>To help me develop an informed view, I am learning to recognise the difference between fact and opinion.</i> LIT 1-08a</p>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> - understand and ask 'when' and 'what happened' questions. - make predictions. - Say what they think about the text/topic. - recognise that what someone else has said is different from what they might think and will comment on this e.g. "no! I think Kipper is the funniest" 	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> - understand and ask 'how' and 'why' questions from their own perspective. - make inferences e.g. say why someone did something, say how someone feels from a simple description. - acknowledge different opinions and recognise simple facts e.g. "I think Kipper wore the best outfit in the competition but <i>they</i> think that Chip wore the best outfit, but the winner was Biff". 	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> - understand and ask 'how' and 'why' questions and can consider others' perspectives. - make inferences and can explain their reasoning e.g. say why someone did something based on previous events. - identify and sort statements into those which are factual and those which are opinion. 	<ul style="list-style-type: none"> • <i>Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</i> • <i>Recognises simple differences between fact and opinion in spoken texts.</i>

	Curriculum organisers	Experiences and Outcomes for planning learning, teaching and assessment	I am aware	I understand	I use with understanding	I apply
			What might you see in your interactions and observations?	What might you see in your interactions and observations?	What might you see in your interactions and observations?	Benchmarks to support practitioners' professional judgement of achievement of a level
Listening and talking – First Level	Creating texts - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary	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. <i>LIT 1-09a</i> I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required. <i>LIT 1-10a</i>	When playing and talking together children may: <ul style="list-style-type: none"> - use body language to support what they're saying. - use sequencing language (first, next, now etc.) to describe a picture they have created and the marks that they have made. - talk about the past, present and future: may have some inaccuracies. - use well-formed sentences: may have some grammatical immaturities; 'falld'. - play with others in a role play environment, contributing their own ideas in small group play . - use new vocabulary which they have had repetitive exposure to. 	When playing and talking together children may: <ul style="list-style-type: none"> - use eye contact, facial expression and body language to support what they're saying (following an adult model). - use simple sentences to describe what they are doing or have just done in a logical sequence using concepts of first, next, now etc. - make mistakes when talking about the order of what they have done and begin to correct themselves e.g. "first we planted the seed, no I mean; first we put soil in the pots". - use well-formed sentences. - contributes own ideas in group discussion within a topic that has been given to them, using objects/pictures/props to support their choice e.g. from a selection of pictures can choose a piece of equipment for the new playground and give a reason for their selection. - use new vocabulary which they have had repetitive exposure to. 	When playing and talking together children may: <ul style="list-style-type: none"> - use eye contact, facial expression and body language to support what they're saying within pairs and small groups. - speak in a clear logical sequence giving lots of detail, e.g. can talk in detail about what happened at the weekend without need for further clarification. - use complex sentences which include a range of conjunctions, adjectives and adverbs. - contribute own ideas in group discussion within a topic that has been given to them, using objects/pictures/props to support their choice, giving reasons why one option is better than another e.g. from a selection of materials can choose which would be best to build an animal shelter and provide a reason why it is the best option. 	<ul style="list-style-type: none"> • <i>Communicates clearly and audibly.</i> • <i>Contributes to group/class discussions, engaging with others for a range of purposes.</i> • <i>Selects and shares ideas/information using appropriate vocabulary in a logical order.</i> • <i>Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.</i>