

Listening and talking – Second 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
	<b>Enjoyment and choice</b> - 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> <b>LIT 2-01a</b>	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. - Making comments about the text and linking to prior knowledge e.g. “a pyramid is a 3D shape”.	Children may engage in spoken texts by:  - Choosing a text and justify why they have chosen this text over others e.g. ‘I chose this video clip because they are a scientist and know lots about the solar system. - Choosing a text for the purpose of gaining information for their own learning related to interests/topic. - Making comments about the text, recognising gaps in their knowledge of the topic e.g. When learning about dinosaurs, a pupil may identify that they don't know the meaning of omnivore and with support, if necessary, can select a text to find out about omnivores.	Children may engage in spoken texts by:  - Choosing a text for the purpose of gaining information to share with others in different contexts. - Choosing texts which provide information that relates to gaps in their own knowledge. - When identifying gaps in their knowledge or understanding, select texts which supports their understanding by providing the relevant information. e.g. When learning about dinosaurs, a pupil may identify that they don't know the meaning of omnivore and with support, if necessary, can select a text to find out about omnivores.	<ul style="list-style-type: none"> <li>• Selects spoken texts regularly for enjoyment or to find information for a specific purpose.</li> <li>• Explains preferences.</li> </ul>
	<b>Tools for listening and talking</b> - to help me when interacting or presenting within and beyond my place of learning	<i>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.</i> <b>LIT 2-02a</b>  <i>I can recognise how the features of spoken language can help in communication, and I can use what I learn.</i> <i>I can recognise different features of my own and others' spoken language.</i> <b>ENG 2-03a</b>	When listening and talking about spoken text children may:  - Make relevant comments during conversation. - State their opinion with simple attempts to persuade others and/or counter the opposing viewpoint. - Share opposing ideas which might result in tension between conversation partners. - Ask and answer relevant questions to gain further information and/or ask the speaker to repeat information to provide clarification. - Recognise that they agree with others' opinion and ideas e.g. “That's my favourite bit too!” - Use eye contact, facial expression and body language to support what they are saying. - Use relevant vocabulary according to context.	When listening and talking about spoken text children may:  - Make relevant comments that refer back to what others have previously said, demonstrating awareness of others' perspectives and values. - Change their mind or viewpoint following listening to others' ideas. - Share opposing ideas using respectful phrases (following an adult model). - Ask the speaker to expand on information and/or explain the meaning of words to provide clarification e.g. “can you tell me more about? What does X mean?” - Explain why they agree with others' opinion and ideas. - Recognise when others are not listening and may become frustrated. - Recognise and comment on how other people's communication style and content differs according to audience and purpose.	When listening and talking about spoken text children may:  - Make relevant comments that refer back to what others have previously said, demonstrating awareness of others' perspectives and values. - Change their mind or viewpoint following listening to others' ideas. - Share opposing ideas using respectful phrases (following an adult model). - Ask the speaker to expand on information and/or explain the meaning of words to provide clarification e.g. “can you tell me more about? What does X mean?” - Explain why they agree with others' opinion and ideas. - Recognise when others are not listening and may become frustrated. - Recognise and comment on how other people's communication style and content differs according to audience and purpose.	<ul style="list-style-type: none"> <li>• Contributes a number of relevant ideas, information and opinions when engaging with others.</li> <li>• Shows respect for the views of others and offers own viewpoint.</li> <li>• Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas.</li> <li>• Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone.</li> <li>• Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.</li> </ul>

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<p><b>Finding and using information</b> - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary</p>	<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> <b>LIT 1-04a</b></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> <b>LIT 1-05a</b></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> <b>LIT 1-06a</b></p>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> <li>- Be able to recognise that spoken texts have different purposes (when supported by an adult) e.g. to persuade, to inform and to entertain.</li> <li>- Identify and retell some of the main ideas in sequential order using an appropriate amount of detail for an unfamiliar listener.</li> <li>- Uses ideas from a familiar text to support the creation of a new text with a similar structure/genre.</li> <li>- Identify similarities between groups of ideas/objects.</li> </ul>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> <li>- Be aware of the key features of different purposes of spoken texts. E.g. emotive language for persuasion and humour for entertainment.</li> <li>- Be able to verbally summarise spoken texts but will still occasionally leave out some important information.</li> <li>- Be able to identify key words and phrases from a text.</li> <li>- Be able to identify vocabulary that is unfamiliar to them, and then use strategies to support their own comprehension of these words.</li> </ul>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> <li>- Be able to identify the purpose of spoken text. E.g. "That was a persuasive advert."</li> <li>- Be able to link new learning from a spoken text to both prior knowledge and experiences. E.g. watching a video clip and linking information back to learning that was covered earlier.</li> <li>- Be able to identify key words and phrases from a text and paraphrase using their own words to explain the text's meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Identifies the purpose of spoken texts with suitable explanation.</i></li> <li>• <i>Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose.</i></li> <li>• <i>Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes.</i></li> </ul>	
<p><b>Understanding, analysing and evaluating</b> - investigating and/or appreciating texts with increasingly complex ideas, structures and specialist vocabulary for different purposes</p>	<p><i>I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions.</i> <b>LIT 1-07a</b></p> <p><i>To help me develop an informed view, I am learning to recognise the difference between fact and opinion.</i> <b>LIT 1-08a</b></p>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> <li>- Remember and recall information when questioned and ask questions for clarification of new learning. E.g. "what does collaboration mean?"</li> <li>- Understand and ask 'how' and 'why' questions and can consider others' perspectives.</li> <li>- Make inferences and can explain their reasoning e.g. say why someone did something based on previous events.</li> <li>- Identify and sort statements into those which are factual and those which are opinion.</li> </ul>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> <li>- Make judgements about the text and may be able to explain their reasoning in simple terms. E.g. "I think the metal bridge will hold the most weight because metal is strong"</li> <li>- Ask questions to find out more information before making a judgement.</li> <li>- Identify and sort statements into those which are factual and those which are opinion and provide a reason for their decision.</li> </ul>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> <li>- Make judgements using their own prior knowledge and values, and can explain their reasoning. E.g. "I think that the metal bridge will hold the most weight because metal is the strongest material compared to the other options"</li> <li>- Asks questions that demonstrate they are making connections to prior learning and new ideas and/or to gain other people's perspectives. E.g. 'how does this relate to ..?' 'What do you think about...?'</li> <li>- Recognise that some sources are reliable and some may not be E.g. fake news, Wikipedia</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts.</i></li> <li>• <i>Identifies the difference between fact and opinion with suitable explanation.</i></li> </ul>	

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Listening and talking – Second Level	<p><b>Creating texts</b> - applying the elements others use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary</p> <p><b>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.</b> <b>LIT 1-09a</b></p> <p><b>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.</b> <b>LIT 1-10</b></p>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> <li>- Use eye contact, facial expression and body language to support what they're saying.</li> <li>- 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.</li> <li>- Be beginning to experiment with using more complex vocabulary but may still use this in the wrong context.</li> <li>- Contribute own ideas in group discussion within a topic that has been given to them, using objects, pictures and 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.</li> </ul>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> <li>- Use exaggerated intonation to stress key points and reinforce their own opinion and to persuade</li> <li>- Adapt volume according to context e.g. speak louder in a noisy environment</li> <li>- Identify content to include in a presentation and seek sources for gathering information if needed.</li> <li>- Use complex vocabulary but with limited awareness of listener comprehension.</li> <li>- Need adult or peer guidance to select a range of appropriate resources that support their spoken message</li> </ul>	<p>When listening and talking about spoken text children may:</p> <ul style="list-style-type: none"> <li>- Use pitch and intonation as a tool to convey sarcasm appropriately.</li> <li>- Be able to adapt volume to support emphasis and engage listeners.</li> <li>- Be able to use tools to support planning of presentations e.g. PowerPoint, graphic organisers</li> <li>- Not accurately stick to a time limit.</li> <li>- Make deliberate use of vocabulary to influence others</li> <li>- Choose vocabulary according to audience E.g. 'Big' for P1 and 'Gargantuan' for P7</li> <li>- Independently select a range of appropriate resources that support their spoken message e.g. Props, video clips, websites, pictures, quotes etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates clearly, audibly and with expression in different contexts.</li> <li>• Plans and delivers an organised presentation/talk with relevant content and appropriate structure.</li> <li>• Uses suitable vocabulary for purpose and audience.</li> <li>• Selects and uses resources to support communication.</li> </ul>