

**Guidance on: Listening and Talking**

**Introduction**

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**Owner: Various**

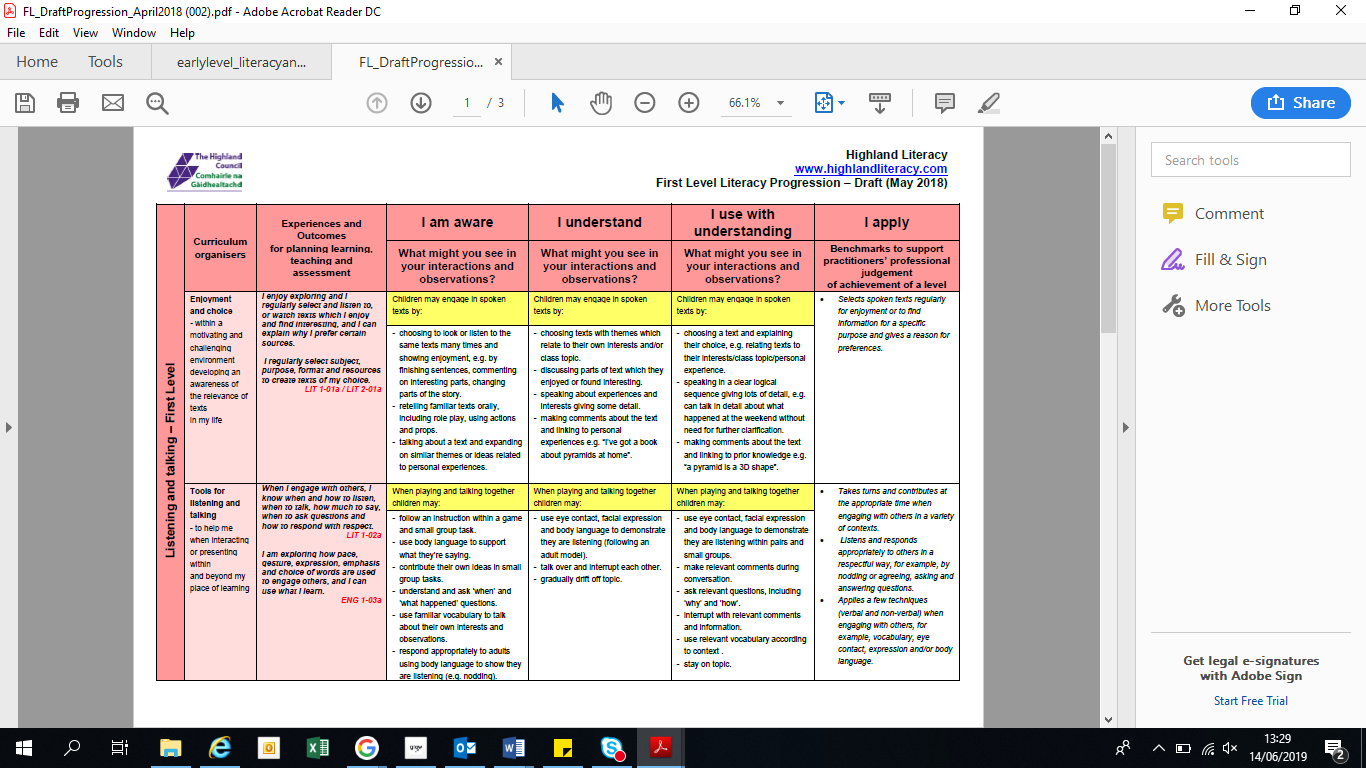
Listening and Talking are fundamental to everything, and the culture that we create in our classrooms is fundamental to the quality of Listening and Talking that our learners experience. In the P1 Guidance we identify talk as one of the fundamental foundation skills of literacy acquisition, along with listening - it’s not just about teaching talking and listening in the abstract, but about embedding opportunities for developing these skills into all aspects of our classroom environment. Because of this all-encompassing nature, we don’t necessarily assess Listening and Talking in the same way we assess Reading and Writing, and other curricular areas. Thus, this guidance will give suggestions for not only assessing Listening and Talking formally, but also teaching the skills for Listening and Talking and capturing evidence of progression in day to day learning.

This guidance is based on ongoing cluster work and the experience of Listening and Talking QAMSOs, and will include information on:

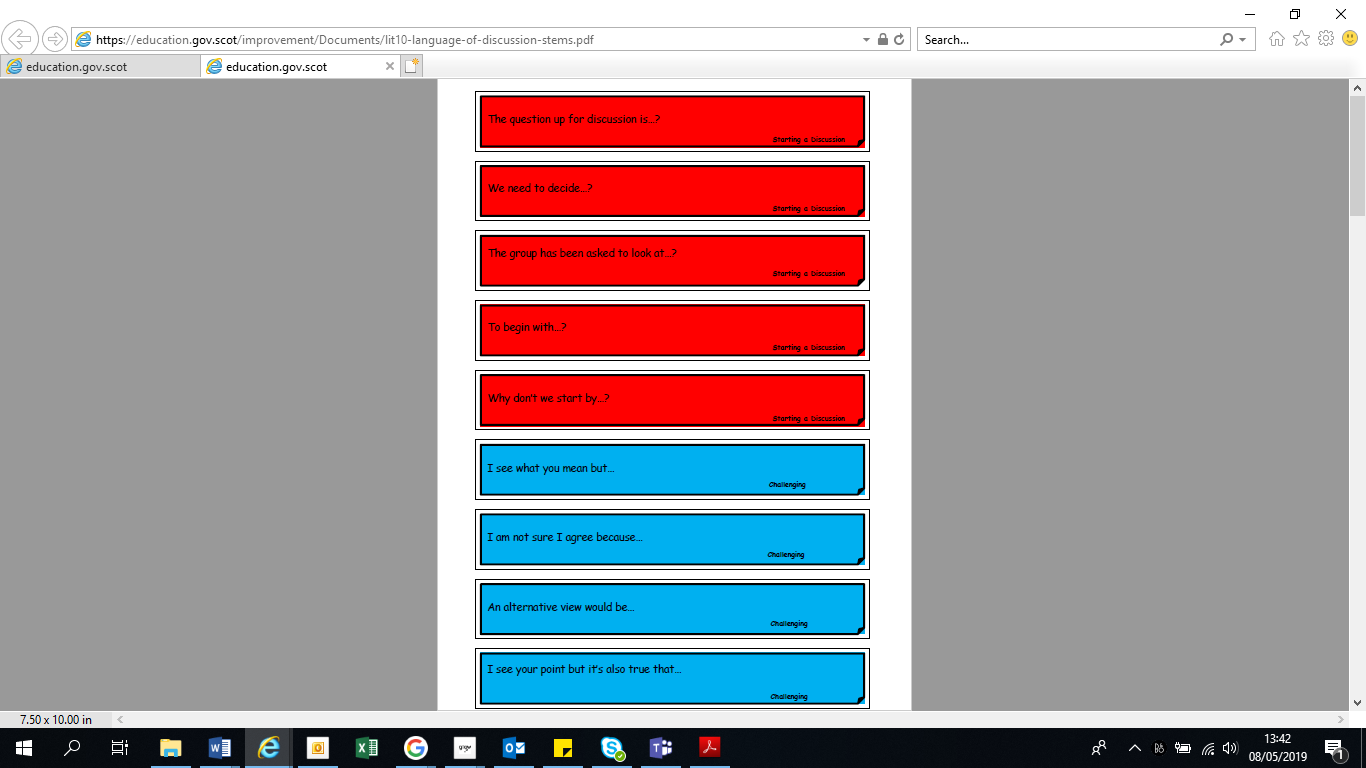
* [Teaching Listening and Talking skills](#TeachingLandT)
* [Making use of day to day learning to capture progress](#Makinguseofdaytoday)
* [Formally assessing Listening and Talking](#Formallyassessing)
* [Group Discussion](#FocusonGD), [Solo Talk](#FocusonSoloTalk) and [Listening Activities](#FocusonListening); for each of these, you will find:
  + a short general introduction
  + some ideas for specific tasks
  + a Progression Overview based on the Benchmarks
* [Moderating Listening and Talking](#Moderating)

For more support and information on Literacy in general please visit Able2, our Literacy website – <https://blogs.glowscotland.org.uk/glowblogs/able/>

For more in-depth progression guidance, Northern Alliance progression frameworks for Listening and Talking can be found [here](https://blogs.glowscotland.org.uk/glowblogs/able/benchmarks/).



**Teaching Listening and Talking Skills**

Based on work going on in clusters this year, here are some ideas of materials/resources that work well when teaching L&T:

* [Education Scotland discussion stems for group discussion](https://education.gov.scot/improvement/Documents/lit10-language-of-discussion-stems.pdf). These can be shared with pupils beforehand and then given as a handout or stuck on the wall for reference.
* Listening puppets, puppets to retell/create own story
* Board games / cards games
* Role play – this will allow pupils to practise the skills for listening and talking “at a distant”, which may help those who feel awkward initially
* “Pointer of Power” or a prop for turn taking
* “The Little Book of Thunks: 260 Questions to Make Your Brain Go Ouch!” – to generate discussion topics

*Extract from Education Scotland discussion stems*

* [Talk the Talk Resources](https://www.talkthetalkuk.org/resources)

**Making use of day to day learning to capture progress**

As aforementioned, as Listening and Talking occurs nearly constantly in classrooms, staff should use day to day learning as part of their assessment judgements, rather than relying only on “showcase” group discussions and solo talks. Many of the activities in the upcoming pages can be used for this as well as final assessments, as a chance for pupils to develop their skills while their teacher “captures” any appropriate evidence of progress.

Some practical tips for embedding listening and talking into day to day learning are:

* Establish talk / learning partners for short, regular pair discussions. A Success Criteria can be created for this and every so often pupils can receive peer assessment on their skills as a learning partner.
* Create Success Criteria for good discussion and/or good listening, by watching debates / public speaking or by teacher / practitioner modelling. This can be stuck on the wall and referred to whenever necessary.
* When giving instructions, during class story time, etc., remind pupils of appropriate listening behaviour and keep an eye out for anyone demonstrating this.
* When pupils are working collaboratively, remind them of good group discussion practice and keep an eye out for anyone demonstrating this.
* Use post its to note down observations and then stick these in a folder or jotter to retain for future reference. Each pupil can have a section or page in the folder or jotter and whenever staff notice the pupil engaging in good Listening and Talking, they can make a very brief note of what they do and when.
* A jotter/folder with a section for each pupil where teacher’s notes or observations can be added throughout the year.

**Formally assessing Listening and Talking**

It is likely that less physical evidence will be gathered for Listening and Talking than for Reading and Writing. However, some practical means of assessing Listening and Talking are:

* Traffic lighting and observation notes based on co-constructed Success Criteria
* Using the [Leuven Scale of Engagement](https://www.scilt.org.uk/Portals/24/Library/resources/hmi/Leuven_Scale.pdf) as an observation tool
* Videoing activities to help with self and peer assessment. **Please note – it is not necessary for pupils to be recorded for teacher assessment.**
* Photographing pupils during discussions, presentations etc. (particularly helpful for assessing eye contact, visible engagement, etc.; would probably need to be accompanied by annotations or teacher explanation)
* An **overview sheet** which can be added to when appropriate, perhaps termly (either during formal assessments or when sporadically pulling together observations). Staff can make use of the aforementioned post its or jotter notes to sum up pupil progress. An example of such an overview sheet can be found on pages [16 and 17](#GroupDiscussion).
* Marking criteria for **standalone** Solo Talks and Group Discussions, which can be found at the end of this document on pages 18 and 19. Schools can use and adapt these as they see fit. Helpful tick sheets can also be found on pages 11 and 12 of [this online resource](http://www.thelearningzoo.co.uk/wp-content/uploads/2015/10/Talk-the-Talk-Listening-and-Talking-Planners-and-Assessments-Booklet.pdf).

**Focus on: Group Discussion**

As you introduce a group discussion task, highlight / reinforce the following skills as appropriate:

* The importance of turn taking
* Verbal and non-verbal skills
* How to engage appropriately, by listening, asking questions, giving relevant answers
* How to respond appropriately to others, e.g. if you disagree
* Speaking clearly and audibly
* Using a logical order

**Glossary**

**Verbal / non-verbal skills**

Skills to consider include:

**Non-verbal skills**

* Eye contact
* Body language – folded arms, leaning backwards or forwards, not fidgeting, etc.

**Verbal skills**

* Pace – the speed you talk at. Don’t go too fast for your audience. Slow down for important bits
* Tone – what you reveal about how you’re feeling through your voice. A really angry tone isn’t appropriate in most circumstances. A mocking tone isn’t appropriate if you’re talking about the sacrifices of soldiers, for example.
* Emphasis – you can emphasise particular words with your tone. You could also use gesture or more engaged body language
* Vocabulary – the words you choose to use. Technical vocabulary can make you seem more knowledgeable about a subject.

**Responding to others**

It is crucial in group discussion that pupils are able to respond to others, demonstrating that they are both listening and understanding what others are saying. Tools for this include:

* Summarising (others’ ideas as well as your own – “So what we’re saying is…”)
* Moving on (once a conclusion has been reached or when the discussion is at a stalemate – “I think we should move on from this to think about...”)
* Interrupting / interjecting **appropriately** (important that this is done politely and respectfully – “Sorry to interrupt but I actually think it’s more like this…”)
* Clarifying (particularly important if pupils have misunderstood each other – “So, just to be clear, you think…”)
* Agreeing or disagreeing

***More advice on the types of language pupils can use for summarising, moving on, interrupting, etc. can be found on page ten of*** [***this resource***](http://www.thelearningzoo.co.uk/wp-content/uploads/2015/10/Talk-the-Talk-Listening-and-Talking-Planners-and-Assessments-Booklet.pdf)***.***

**Topic sentences**

Using clear introductory statements to signal what you’re going to say – e.g. *One area I think we need to talk about is… Another thing which is important is…*

**Linking phrases**

Using words / phrases to signal:

* a continuation of a similar idea (next… another thing… in addition… I also think… etc.)
* a change to a contrasting idea (But then… That’s fine but… However… etc.)
* a drawing together of ideas (So what we’re saying is… therefore… to summarise… overall… etc.)

Exemplars of group discussions at different levels can be found [here](https://education.gov.scot/improvement/learning-resources/Group%20discussion%20professional%20learning%20resource).

**Group Discussion Tasks**

The following activities, which include some ideas from the Education Scotland [Group discussion professional learning resource](https://education.gov.scot/improvement/learning-resources/Group%20discussion%20professional%20learning%20resource) as well as activities used in our schools, can be used for generating group discussion. However, it is important to remember that evidence of Listening and Talking skills can also be generated in informal class discussions and group work tasks, as well as these formal showcase assessments.

|  |  |
| --- | --- |
| Curricular Areas   * Numeracy /Mathematics: * Describing shape pictures while sitting back to back (to model the importance of eye contact, gesture, etc.) * Introduction to 3D objects – pupils discuss the properties of a range of different 3D objects. * Literacy – pupils select and read a newspaper article, tell their partner about what they’ve read and ask and answer relevant questions to clarify. * Expressive Arts – pupils discuss the work of the artist that they have started studying in class. Explore together the different features that are typical of their work. * Sciences – Photosynthesis – pupils discuss what they already know and what they would like to find out about the process of photosynthesis. * Social Subjects – pupils discuss which is the best climate to live in and give reasons for their ideas. | |
| Life and Ethos of the School   * Problem solving for real life contexts – children are asked to offer solutions to the problem ‘Our caterers forgot to deliver food for snack’ or pupils discuss the kinds of items that might be sold in the school tuck shop. * Eco-committee – pupils discuss their understanding of the idea of sustainability and what steps the school can take to be more sustainable. * Pupils discuss the issue of homework, its benefits and drawbacks, and whether or not it is appropriate. * Rights Respecting Committee: Pupils use the UN Charter of the Rights of the Child to evaluate which rights the school makes best use of and which ones they need to work on. * Diamond 9 discussion – pupils decide which characteristics are most important in searching for their new head teacher. | Wider Achievement   * Pupils discuss their hobbies outside of school and consider what skills they are helping them to develop. * Pupils share times when they have used some of the skills learned in class in their life outside of school and evaluate how well each member of the group is transferring their skills. |

Below is a progression overview from Early to Second Level based on certain Experiences and Outcomes which can be used to support staff in planning for group discussion.

**Literacy Progressions: Group Discussion**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Experiences & Outcomes for planning** | | | | |
|  | **Which Es and Os go together?** | **Early Level Summary** | **1st Level Summary** | **2nd Level Summary** |
| What are the key areas of progression identified in the bundled Es and Os? | **0-02a/1-02a / 2-02a** Tools for listening and talking  **0-09a/1-09a/2-09a**  Creating texts  **0-09b/0-31a**  **0-10a/1-10a/2-10a**  Creating texts | * Talking in different situations * Attempting to take turns * Knowing when to talk and when to listen * Talking in simple sentences * Using own words to make up stories or recount events * Putting things in a logical order * Relating things from a text to personal experiences | * Taking turns * Knowing how much to say * Responding to others * Responding with respect * Asking questions * Clarifying points * Using selected resources | * Being a good contributor * Valuing or taking account of others’ contributions * Straightforward retelling of facts or events * Explaining processes or ideas * Summarising what’s said * Making sure you understand what’s said * Communicating clearly and expressively * Starting to select resources independently if appropriate |
| **Benchmarks for assessing** | | | | |
| What are the key Benchmarks for this? | **0-02a/1-02a /2-02a** Tools for listening and talking | * Makes an attempt to take turns in a variety of contexts. * Makes an attempt to use appropriate body language when listening, for example, eye contact. * Listens and responds to others appropriately. * Asks questions and gives relevant answers to questions. * Follows and gives simple instructions. * Shares ideas with a wider audience, for example, group or class. | * 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.* | * Contributes a number of relevant ideas, information and opinions * Shows respect for others and offers own viewpoint * Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others’ opinions or ideas. * Uses verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. |
|  | **0-09a/1-09a/2-09a**  Creating texts  **0-10a/1-10a/2-10a**  Creating texts | * Talks clearly to others in different contexts, sharing feelings, ideas and thoughts. * Communicates and shares stories in different ways, eg. in imaginative play. * Recounts experiences, stories and events in a logical sequence. * Uses new vocabulary and phrases in different contexts, for example, when expressing ideas and feelings or discussing a text. | * Communicates clearly and audibly. * Contributes to group/class discussions, engaging with others for a range of purposes. * Selects and shares ideas/information using appropriate vocabulary in a logical order. * Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs. | * Communicates clearly, audibly & 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 |

**Focus on: Solo Talk**

As you introduce the task, highlight / reinforce the following skills, depending on context and activity:

* How to take notes from either listening or reading texts
* How to use notes to organise your talk
* How to link your points together
* The importance of verbal and non-verbal skills ([see above](#Skills))
* How to use resources to support the talk

Individual Talk Activities

Here are some possible ideas for assessing pupils’ individual talking skills. Wherever possible, talk should be embedded into other curricular areas (rather than viewed as a separate Literacy assessment) in order to assess pupils’ understanding of specific Experiences and Outcomes, as well as the Listening and Talking ones.

* Flipped Classroom – pupils take on the role of teachers and teach a concept to their classmates. *Can be easily adapted for any curriculum area.*
* Hot air balloon adventure task – the fuel is running out! The only option is for someone to vacate the balloon. To keep your space you must:
  + choose a famous person and adopt their persona
  + research this person
  + present to a group / the class, arguing why you should keep their spot.

*Could be used in Social Subjects to show understanding of key historical figures.*

* Desert Island Discs – pupils select three treasured “things” (not necessarily just songs, but items, people, etc.) that they would take to a desert island with them.

*Could be used as a personal reflective Literacy task, as a task related to the Life and Ethos of the School (pupils could select school rules they think are important for example) or as part of assessing other curricular areas – Social Subjects (figures or events they view as very important), Numeracy (strategies they find very useful), etc.*

* Book review – pupils review their favourite (or least favourite!) book, briefly summarising it and highlighting their favourite aspects. *Could be used as a Reading assessment.*
* My Role Model – pupils select, research and present on someone they admire.
* A favourite country – pupils select, research and present on a country they either have visited or would like to visit. *Could be used as a Geography assessment.*
* Hot Seating – pupils adopt a persona and answer questions. *Could be used to assess Reading (awareness of character) or Social Subjects (perspectives on historical events.)*
* During an assembly or a school show.

Below is a progression overview from Early to Second Level based on certain Experiences and Outcomes which can be used to support staff in planning for solo talk.

**Literacy Progressions: Solo Talk**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Experiences & Outcomes for planning** | | | | |
|  | **Which Es and Os go together?** | **Early Level Summary** | **1st Level Summary** | **2nd Level Summary** |
| What are the key areas of progression identified in the bundled Es and Os? | **0-02a /1-02a /2-02a** Tools for listening & Talking  **1-06a /2-06a**  Finding and using information (listening)  **1-15a/2-15a**  Finding & using information (reading)  **0-09a/1-09a/2-09a**  Creating texts  **1-10a/2-10a**  Creating texts | * Sharing ideas to different groups * Sharing ideas in a logical order * Identifying new ideas * Talking about different subjects * Using new words and phrases after hearing others use them | * Making notes based on what they’ve read or listened to, to create new texts * Organising their ideas in a sensible order * Able to be heard * Can use expression and a small number of verbal and non-verbal techniques. | * Straightforward selecting of relevant ideas or info. from listening * Presenting info. in a straightforward way * Making notes from reading and listening using headings * Use notes to: * Show an understanding of information * Develop ideas * Explore problems * Use own words where appropriate * Straightforward retelling of facts or events and/or explaining processes or ideas * Communicating clearly and expressively * Applies verbal / non-verbal techniques * Does this for more than one purpose |
| **Benchmarks for assessing** | | | | |
| What are the key Benchmarks for this? | **0-02a / 1-03a / 2-02a** Tools for listening & Talking | * Shares ideas with a wider audience, for example, group or class. | * *Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.* | * Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. |
| **1-06a /2-06a**  Finding and using information (listening)  **0-14a/1-15a/2-15a**  Finding & using information (reading) |  | * Makes relevant notes under given headings and can use these for different purposes. * Uses notes to create and sequence new texts | * Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes. |
| **0-09a/1-09a/2-09a**  Creating texts  **1-10a/2-10a**  Creating texts | * 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. | * Communicates clearly and audibly. * Selects and shares ideas/information using appropriate vocabulary in a logical order. * Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs. | * 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. |

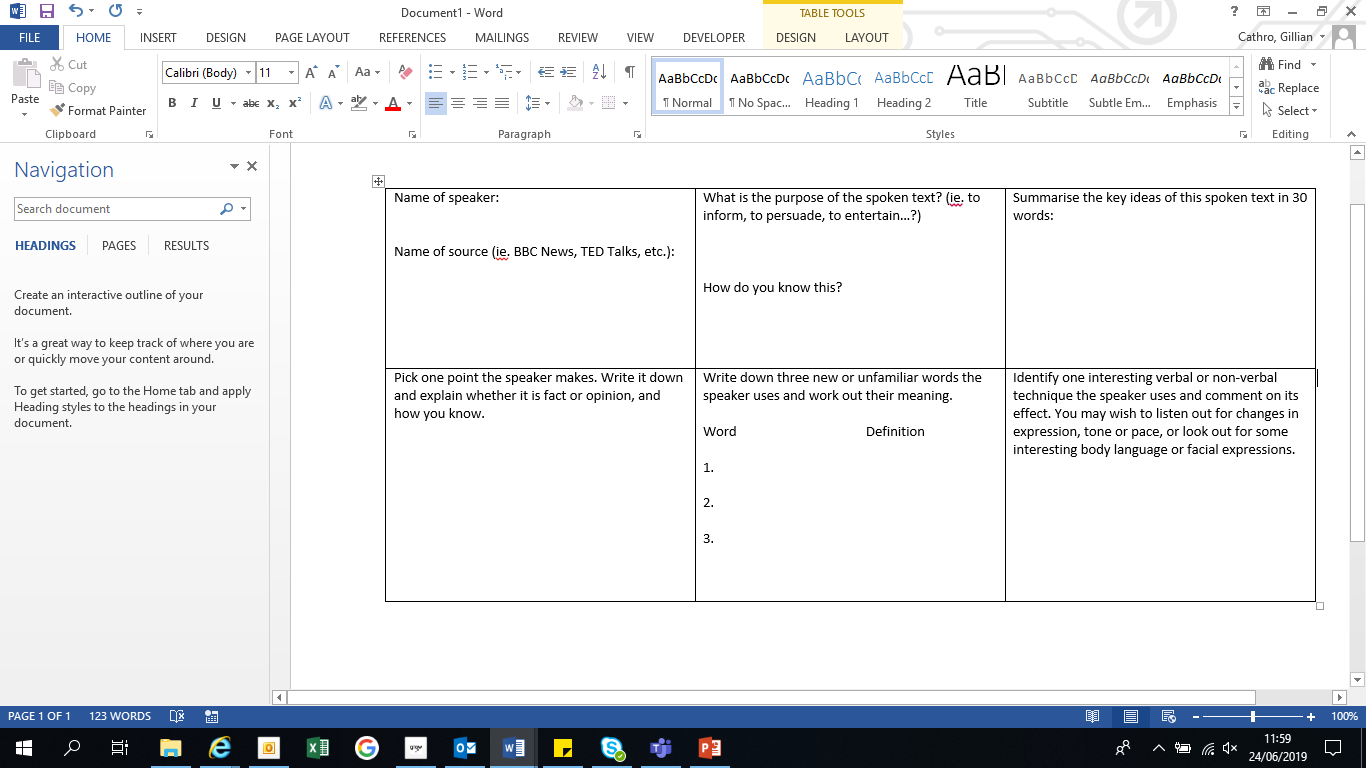
**Focus on: Listening Activities**

Discrete Listening activities are often very similar to Reading exercises and would only really be expected to occur from around P3/4. Prior to this, Listening activities should focus on embedding phonological skills; for more information on assessing this, please refer to the [Highland Literacy Phonological Awareness Continuum](https://highlandliteracy.files.wordpress.com/2016/04/phonological-awareness-april16draft.pdf).

However, from First Level onward, staff can use questions or headings to prompt pupils’ consideration of the text. Many of the Listening Es and Os and Benchmarks at First to Fourth level are similar to Reading Es and Os and Benchmarks. Staff may wish to ask questions about:

* the purpose of the text (to inform, persuade, entertain, criticise…)
* the key ideas of the text and the main points the speaker / narrator makes
* the pupil’s opinion of the text
* specific details in the piece

Useful tasks would include:

* Note taking tasks (either with given headings or pupils’ own headings; they could take notes on videos, recordings or even presentations by their peers)
* Pupils gathering responses to questions they have asked (like an interview)
* Pupils answering questions posed to them verbally
* Generic listening exercises (including as homework); an example for this for second level which could adapted can be found below:

Some helpful resources to refer to for listening materials include:

* BBC Newsround - <https://www.bbc.co.uk/newsround/news/watch_newsround>
* TED Talks - <https://www.ted.com/talks>
* Documentaries, news stories, etc. for pupils doing research for functional writing

Below is a progression overview from Early to Second Level based on Listening Experiences and Outcomes, which can be used to support staff in selecting appropriately challenging texts for listening exercises. The level of challenge in selected spoken texts is a major factor in allowing pupils to make progress. Possible tasks can be found in the final row of the table.

**Literacy Progressions: Listening Exercises**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Experiences & Outcomes for planning** | | | | |
|  | **Which Es and Os go together?** | **Early Level Summary** | **1st Level Summary** | **2nd Level Summary** |
| What are the key areas of progression identified in the bundled Es and Os? | **0-06a /1-06a /2-06a**  Finding and using information (listening)  **0-07a/1-07 - 08a/2-07 - 08a**  Understanding, analysing and evaluating | * Answering simple questions on new texts and making predictions | * Straightforward selecting of relevant ideas from spoken texts * Making notes using given headings; can quote * Can ask and answer simple questions on texts they’ve listened to | * Straightforward selecting of relevant ideas with reference from listening texts * Presenting info. in a straightforward way * Making notes using own headings * Use notes to: * Show an understanding of info * Develop ideas * Use own words where appropriate * Can answer challenging questions * Can explain the difference between fact and opinion that they hear |
| **Benchmarks for assessing** | | | | |
| What are the key Benchmarks for this? | **0-04a /1-04 - 06a /2-04 - 06a**  Finding and using information (listening) | * Understands and responds to spoken texts. * Identifies new or interesting information from spoken texts. | * Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose. * Makes relevant notes under given headings and can use these for different purposes. * Uses notes to create and sequence new texts. | * Identifies the purpose of spoken texts with suitable explanation. * Identifies the main ideas of spoken texts, with supporting detail, and uses the information gathered for a specific purpose. * Makes relevant notes using own words, for the most part, and uses these to create new texts for a range of purposes. |
| **0-07a/1-07 - 08a/2-07 - 08a**  Understanding, analysing and evaluating | * Asks and answers questions about texts to show and support understanding. * Makes simple predictions about texts. | * Asks and responds to different types of questions to show understanding of the main ideas of spoken texts. * Recognises simple differences between fact and opinion in spoken texts. | * Asks and responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding of spoken texts. * Identifies the difference between fact and opinion with suitable explanation. |
| **Suitable Activities** | | | | |
| What type of activity might produce this? | | * Reading stories and discussing them with pupils. * Pre-reading / mid-reading prediction tasks. | * General listening questions about purpose and summarising key ideas * Specific questions on spoken texts * Note taking tasks (not with own headings) | * General listening questions about understanding purpose, summarising key ideas and selecting key info. * Specific questions on spoken texts * Note taking tasks (not necessarily with own headings) with encouragement to use own words |

***Please find below:***

Pages 16 and 17: Overview sheets for pulling together ongoing observations and notes on Group Discussions and Solo Talks. Staff can use one overview sheet for each pupil and, using the Progression Overview as a reference point, can complete it with comments or, where appropriate, simply ticks or crosses.

Pages 18 and 19: Marking criteria sheets for standalone Group Discussions and Solo Talks.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group Discussion Overview Sheet** Name: | | | | |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| **Tools for Listening & Talking** | | | | |
| Contributions |  |  |  |  |
| Verbal and non-verbal techniques |  |  |  |  |
| Responding to others |  |  |  |  |
| **Creating Texts** | | | | |
| Clarity, audibility and expression |  |  |  |  |
| Planning and organisation |  |  |  |  |
| Vocabulary |  |  |  |  |
| Resources |  |  |  |  |
|  | | | | |
| General Comments |  |  |  |  |
| **Solo Talk Overview Sheet** Name: | | | | |
|  | Term 1 | Term 2 | Term 3 | Term 4 |
| **Finding and Using Information** | | | | |
| Using notes for new text |  |  |  |  |
| **Tools for Listening & Talking** | | | | |
| Contributions |  |  |  |  |
| Verbal and non-verbal techniques |  |  |  |  |
| Responding to others |  |  |  |  |
| **Creating Texts** | | | | |
| Clarity, audibility and expression |  |  |  |  |
| Planning and organisation |  |  |  |  |
| Vocabulary |  |  |  |  |
| Resources |  |  |  |  |
|  | | | | |
| General Comments |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group Discussion Marking Criteria** Name: | | | | |
|  | Early | First | Second | General Comments |
| **Tools for Listening & Talking** | | | | |
| Contributions | Shares ideas with a wider audience, for example, group or class. Asks questions. Follows and give simple instructions. | Knows when to contribute at appropriate times. | Offers a number of relevant ideas, information and opinions. |  |
| Verbal and non-verbal techniques | Attempts to use appropriate body language when listening (eg. making eye contact). | Applies a few techniques; for example eye contact and/or body language. | Uses techniques, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. |  |
| Responding to others | Attempts to take turns. Listens and responds to others appropriately. Gives relevant answers. | Takes turns. Listens respectfully (eg. nodding, agreeing, asking and answering questions). | Shows respect for others’ opinions. Builds on others’ contributions (eg. asking/answering questions, clarifying, supporting others’ ideas). |  |
| **Creating Texts** | | | | |
| Clarity, audibility and expression | Clear. | Clear and audible. | Clear, audible and with expression. |  |
| Planning and organisation | Recounts in a logical order. | Shares ideas in a logical order. | Organised, with appropriate structure (ie. linking phrases, phrases to challenge, to sum up, etc). |  |
| Vocabulary | Uses new vocabulary in different contexts. | Appropriate. | Suitable for purpose and audience. |  |
| Resources |  | Selects and uses (with support) appropriate resources to engage others (if appropriate). | Selects and uses resources to support communication (if appropriate). |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teacher Comment: | | | Pupil Comment: | | |
|  | | |  | | |
| **Solo Talk Marking Criteria** Name: | | | | |
|  | Early | First | Second | General Comments |
| **Finding and Using Information** | | | | |
| Uses notes | May use notes to support talk; **not required**. | Makes notes under given headings and uses these to support talk. | Makes notes using mostly own words and uses these to support talk. |  |
| **Tools for Listening & Talking** | | | | |
| Contributions | Shares ideas with a wider audience, for example, group or class.  Recounts experiences, stories and events. | Express simple ideas. | Express appropriate ideas, information and opinions. |  |
| Verbal and non-verbal techniques | Makes an attempt to use eye contact. | Applies a few techniques; for example, vocabulary, eye contact, and/or body language. | Applies techniques, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. |
| Responding to others | Gives relevant answers to questions (if appropriate). | Can respond sensibly to questions (if appropriate). | Can respond sensibly to questions (if appropriate). |
| **Creating Texts** | | | | |
| Clarity, audibility and expression | Clear. | Clear and audible. | Clear, audible and with expression. |  |
| Planning and organisation | Recounts in a logical order. | Shares ideas in a logical order. | Organised, with appropriate structure (ie. intro, conclusion, linking phrases). |
| Vocabulary | Uses new vocabulary in different contexts. | Appropriate. | Suitable for purpose and audience. |
| Resources | **Not required.** | Selects and uses (with support) appropriate resources to engage others (eg. photos, objects) (if appropriate). | Selects and uses resources to support communication (eg. PowerPoint) (if appropriate). |  |

|  |  |
| --- | --- |
| Teacher Comment: | Pupil Comment: |
|  |  |

**Advice on Moderating Listening and Talking**

When moderating evidence, advice from Education Scotland is that schools should focus more on the **process** of assessment judgements, rather than the actual pupil evidence. Every year staff could record one or two pupils doing talking assessments (like solo talks, group discussions, both formal and informal, etc.), watch these with colleagues and discuss strengths and areas for development in order to come to an agreed standard. They can then use this experience to confidently assess other pupils on their own. **There is no need to record every pupil.**

As a starting point, staff may wish to visit Education Scotland’s [Group discussion professional learning resource](https://education.gov.scot/improvement/learning-resources/Group%20discussion%20professional%20learning%20resource), which has videos of learners at different stages and provides some commentaries on pupils’ strengths and next steps.