

Level One Speaking and Listening Project

Activities to explicitly target oral language within the classroom



Completed by DEECD Speech Pathologists 2010

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Speaking and Listening Teaching Tasks

Speaking and Listening are part of each and every moment of teaching. We cannot teach without language – it is the tool of instruction. As teachers, we need to make ‘Speaking and Listening’ *explicit* for all students – just as they know they are ‘working on remembering times tables’ they need to know they are ‘practising their speaking and listening skills’.

The *Victorian Essential Learning Standards* learning focus statements outline the learning that students need to focus on at each level for each curriculum domain strand.

For each area, assessment needs to be a mix of summative and formative assessment both of which need to incorporate real life tasks where application of skills learned is demonstrated.

Provided within this resource are ‘Speaking and Listening’ ideas, useful as teaching and assessment materials. The provided activities are designed to be used across a range of curriculum areas thus allowing them to be integrated within the various curriculum domains. ‘Speaking and Listening’ are not isolated skills, they are intertwined within all curriculum domains across all VELS levels.

This resource provides the opportunity to have ‘Speaking and Listening’ focused sessions within an existing classroom program. For instance, supplementing a ‘Speaking and Listening’ task within the literacy block (e.g. during task board or developmental curriculum ‘investigation’ time) allows ‘Speaking and Listening’ to become an integral part of the students learning and therefore at the forefront of assessment and tracking.

With the introduction of the Department of Education and Early Childhood’s (DEECD), assessment in the Early Years, assessment of ‘Speaking and Listening’ skills are taking a predominate role on school entry. Oral language is an integral part of children’s early literacy development. The relationship between oral language, reading and writing is reciprocal.

Teacher and student language for rubrics based on the descriptors are provided and can be used as both a learning focus and as an assessment tool for Speaking and Listening. (See appendix B)

The assessment resource reports that assessment needs to be:

- Assessment for Learning – where is the student at and what knowledge, skills and behaviours need to be taught next?
- Assessment as Learning – where the student is given feedback and also has the chance to reflect on their own learning in order to guide future learning
- Assessment of Learning – where what the student has learned is assessed in relation to standards.

The resources enable teachers to focus on each of these areas of assessment in their teaching of speaking and listening in the classroom.

The following activities, for the areas of Speaking and Listening have been designed to assist teachers in the delivery of the Speaking and Listening Curriculum. They aim to:

- Initially assess where students are functioning relative to the standards – the checklist can be used to outline ‘where’ students are at
- Guide teaching and learning by providing rubric makers at each level for explicit instruction purposes with students. The rubrics can also be used as a means of tracking and monitoring for teachers – the lesson plans give concrete explanations and suggestions to guide explicit instruction
- Provide appendices with further resources linked to Speaking and Listening tasks
- Provide teachers with examples of tasks which can be used for assessment of Speaking and Listening utilising teacher and student rubric materials.

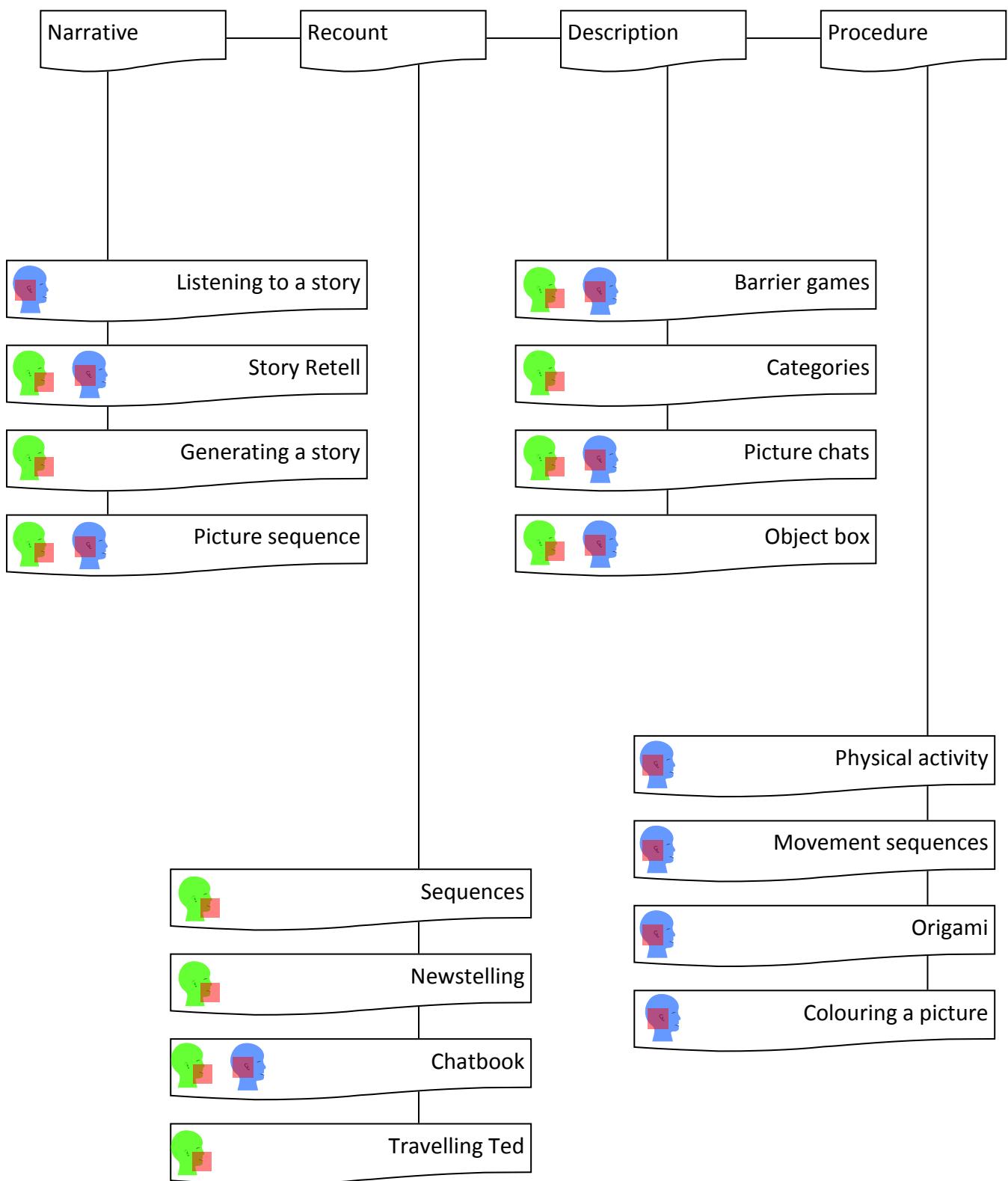
Many of the tasks can be used either in small group or whole class activities. For the sake of simplicity and in order that teachers can select activities to specifically target either listening or speaking skills, the activities in the flowchart have been allocated a picture symbol Identifying them as being primarily a listening activity a speaking activity or a combination.

The following examples for level one are the initial work of the Speech Pathology Team. We need your feedback in terms of the usefulness of this resource in the classroom so that we can modify these materials if need be and develop materials for levels two to six.

Please send your feedback to: rapson.wendymae.l@edumail.vic.gov.au or roberts.rosemary.rj@edumail.vic.gov.au. Thank you!!

Flowchart

with symbols:  = listening  =speaking



Narrative

Speaking and Listening Level One LISTENING TO A STORY



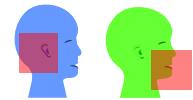
Relevant descriptors	Overview
Use spoken language appropriately in a variety of classroom contexts	Listening to a story told or read aloud by an adult speaker provides the student with a valuable opportunity to learn how narrative texts are structured, and to make links between these structural aspects of narrative. For example, children learn the importance of character and plot development, and understand how the themes are woven through the text. They are also exposed to literate language and the ‘read aloud’ tone of voice during this activity.
Answers simple questions for information and clarification	
They listen to brief spoken texts that deal with familiar ideas and information	<p>Materials</p> <ul style="list-style-type: none"> • Age appropriate text • Pen and paper • List of questions to ask students
They produce brief spoken texts that deal with familiar ideas and information	
Contribute relevant ideas during class or group discussion	Find an age appropriate text. Read the text to the students and then ask a series of questions based on the text to assess how well the students have comprehended the auditory information. Using a questioning framework such as the First Steps Oral Language ‘Questioning Clown’ ask the students, ‘when, who, where, what, why’ questions related to the text. For instance, “Who is the main character?”, “Where did the story take place” or “What happened at the end of the story?”
They sequence main events and idea coherently in speech	
Follow simple verbal instructions	
Speak at an appropriate volume for listeners’ needs	
Speak at an appropriate pace for listeners’ needs	Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. What you choose to examine will depend on which area of S+L you are working on within the task. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement ‘What I’m looking for’ or the acronym WILF. Having WILF visually represented within the classroom will ensure the targeted focus is maintained during the session. WILF ideas for this task may be:
Self-correct by rephrasing a statement or question when meaning is not clear	<p>“What I’m looking for is – the use of full sentences when you are answering a question”.</p> <p>Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to ‘store’ this new word in an easily accessible ‘vocab store’.</p> <p>Use questioning techniques such as Bloom’s Hierarchy or Blank’s Questioning to generate discussion.</p>

| Aim for open ended questions that start with what the children already know and move to information that needs to be assimilated with prior learning.

Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. "Great work Max, I love the way you spoke in a full sentence when you told us about the story" etc...

Assess students' performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

Speaking and Listening Level One STORY RETELL



Relevant descriptors	Overview Story retell refers to the student's ability to tell a narrative in his/her own words with or without picture cues after hearing the story read once by the teacher. This skill increases the student's ability to sequence story elements, pay attention to detail and develop vocabulary.
Use spoken language appropriately in a variety of classroom contexts	
Answers simple questions for information and clarification	Materials <ul style="list-style-type: none"> • Age appropriate text • Pen and paper • Tape recorder (optional) •
They listen to brief spoken texts that deal with familiar ideas and information	Activity Find an age appropriate text, big book, guided reading text etc. Read the text to the students then ask the students to retell as much of the story as they can. You may like to verbally or visually cue the students to think about the characters, the plot, introduction, conflict, conclusion etc. Providing a visual cue will assist the student to recall and focus on one aspect of the retell.
They produce brief spoken texts that deal with familiar ideas and information	
Contribute relevant ideas during class or group discussion	
They sequence main events and idea coherently in speech	Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. What you choose to examine will depend on which area of S+L you are working on within the task.
Follow simple verbal instructions	Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement 'What I'm looking for' or the acronym WILF. Having the WILF visually represented within the classroom will ensure the targeted focus is maintained. WILF ideas for this task may be: "What I'm looking for is – good listening – so everyone will be looking at the speaker, staying quiet and waiting their turn to talk".
Speak at an appropriate volume for listeners' needs	Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to 'store' this new word in an easily accessible 'vocab store'.
Speak at an appropriate pace for listeners' needs	Use questioning techniques such as Bloom's Hierarchy or Blank's Questioning to generate discussion. Aim for open ended questions that start with what the children already know and move to information that needs to be assimilated with prior learning.
Self-correct by rephrasing a statement or question when meaning is not clear	Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. "I really liked the way Hannah listened with her eyes and ears" etc...

Assess students' performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

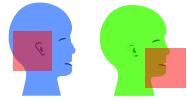
Speaking and Listening Level One GENERATING A STORY



Relevant descriptors	Overview
Use spoken language appropriately in a variety of classroom contexts	<p>This activity provides students with practice in building their own narrative, so is best used after they have had considerable exposure to listening to stories. Students are ‘scaffolded’ to produce basic elements of story structure in developing their own spoken narrative text.</p>
Answers simple questions for information and clarification	<p>Materials</p> <p>Choose a picture that has an activity occurring or is set in an interesting location. You could also choose an object (a toy) that is personal to the student. You can tape record the student’s responses if you wish.</p>
They listen to brief spoken texts that deal with familiar ideas and information	<p>Make sure you have pen and paper to note the responses down.</p>
They produce brief spoken texts that deal with familiar ideas and information	<p>Activity</p> <p>Introduce the picture or object. Ask the student to tell you a story about the picture or the object, which may form the story’s subject itself, or may be a feature of the complication in the story. Help students to generate a basic narrative text including some or all of the following structural elements - characters, setting, problem, resolution and conclusion. This activity can be used as a co-operative story-telling event, in which different students help to generate different parts of the story by expanding on their neighbour’s ‘turn’.</p>
Contribute relevant ideas during class or group discussion	<p>Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. What you choose to examine will depend on which area of S+L you are working on within the task. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement ‘We are learning to’ or the acronym WALT. Having the WALT visually represented within the classroom will ensure the targeted focus is maintained. WALT ideas for this task may be:</p>
They sequence main events and idea coherently in speech	<p>“We are learning to – join each other’s stories together to make a super long story”</p>
Follow simple verbal instructions	<p>Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to ‘store’ this new word in an easily accessible ‘vocab store’.</p>
Speak at an appropriate volume for listeners’ needs	<p>Use questioning techniques such as Bloom’s Hierarchy or Blank’s Questioning to generate discussion.</p>
Speak at an appropriate pace for listeners’ needs	<p>Aim for open ended questions that start with what the children already know and move to information that needs to be assimilated with prior learning.</p>
Self-correct by rephrasing a statement or question when meaning is not clear	<p>Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. “Great work Lauren, I love the way you joined your story onto Jakes, the dog with the long tail gives us more information about the story” etc...</p>

Assess students' performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

Speaking and Listening Level One PICTURE SEQUENCES



Relevant descriptors	Overview Picture sequencing involves the student's ability to organise a series of pictures in a logical order, and then use these visual cues to tell a story.
Use spoken language appropriately in a variety of classroom contexts	Materials Choose 2 or 3 picture sequence cards and use a pen and paper to write down the student's response.
Answers simple questions for information and clarification	
They listen to brief spoken texts that deal with familiar ideas and information	Activity Introduce the picture sequences out of order. Ask students to place the pictures in the correct order and tell the story in sequence, noting down their attempts to explain what is happening. Assist the student to 'introduce' their story, and to be specific about introducing the characters (or subject) and setting, before going on to describe the sequence of events in the story. The level of elaboration of the narrative text will depend on the ability of individual students.
They produce brief spoken texts that deal with familiar ideas and information	
Contribute relevant ideas during class or group discussion	Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. What you choose to examine will depend on which area of S+L you are working on within the task. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement 'We are learning to' or the acronym WALT. Having the WALT visually represented within the classroom will ensure the targeted focus is maintained. WALT ideas for this task may be: "We are learning to – put pictures in a sequence. A sequence means putting things in order of what happens at the beginning, middle and end. Let's try one together".
They sequence main events and idea coherently in speech	
Follow simple verbal instructions	Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to 'store' this new word in an easily accessible 'vocab store'.
Speak at an appropriate volume for listeners' needs	Use questioning techniques such as Bloom's Hierarchy or Blank's Questioning to generate discussion. Aim for open ended questions that start with what the children already know and move to information that needs to be assimilated with prior learning.
Speak at an appropriate pace for listeners' needs	Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. "Fantastic Ryan I really liked the way you put the pictures in order and could share with us why" etc...
Self-correct by rephrasing a statement or question when meaning is not clear	Assess students' performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

Recount

Speaking and Listening Level One PICTURE SEQUENCE RECOUNT



Relevant descriptors	Overview
Use spoken language appropriately in a variety of classroom contexts	A Picture Sequence is a series of pictures that depict a specific activity from start to finish. For this activity the class teacher will need to take a series of digital photos of a class activity. These are then used to prompt students to provide a recount of the activity. Students are required to:
Answers simple questions for information and clarification	<ul style="list-style-type: none">• Answer questions about the pictured activity.• Listen to modelled sentences for each picture.• Retell the main sequence of events for the activity.• Speak loudly and slowly enough for the class to hear them
They listen to brief spoken texts that deal with familiar ideas and information	
They produce brief spoken texts that deal with familiar ideas and information	<ul style="list-style-type: none">• Sequence of 4-6 laminated A4 digital photos of a class activity (students making something; planting a vegetable garden; Teddy Bears' Picnic; an excursion; etc)• Large Colourful Semantics cue cards for WHEN, WHO, WHAT DOING, WHAT, WHERE, WHAT LIKE, displayed down one side of the whiteboard.
Contribute relevant ideas during class or group discussion	Activity: Introduction – “These photos are from ... (our beach trip). We are going to talk about the pictures. I will ask some questions. Put your hand up to answer.”
They sequence main events and idea coherently in speech	Ask Questions Hold up the first picture and ask questions as you point to the Colourful Semantics cues on the board:
Follow simple verbal instructions	<ul style="list-style-type: none">• “When did we go to the beach? What day?”• “Who went to the beach?”• “What did we do in this picture?”• “What did we ride in?”
Speak at an appropriate volume for listeners' needs	Model Sentences - Place Colourful Semantics cues in sequence across the whiteboard as you model one or two sentences for the picture:
Speak at an appropriate pace for listeners' needs	<u>On Wednesday all the Preps, their teachers and some mums went to the beach.</u> (WHEN + WHO + WHAT DOING + WHERE) <u>We rode in a big bus.</u> (WHO + WHAT DOING + WHERE)”
Self-correct by rephrasing a statement or question when meaning is not clear	Repeat questions and modelling for each picture in sequence.

Student recounts – Mix the photos and have one student, or a group of students (one for each photo), put them back in sequence and retell the story as they hold up the pictures and face the group.

Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors.

What you choose to examine will depend on which area of S+L you are working on within the task.

Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement ‘We are learning to’ or the acronym WALT. Having the WALT visually represented within the classroom will ensure the targeted focus is maintained. WALT ideas for this task may be:

“We are learning to – answer ‘WH’ questions”.

It is recommended that one ‘WH’ question form the focus of the lesson. Using the colourful semantics cues as prompts will ensure the focus is maintained.

Introduce new vocabulary that will be necessary for the class or group to be able to participate fully.

Revise vocabulary already learned.

Guided Practice: In small groups or as a whole class, ensure each student gets to practise skills expected. Think, pair, share or other cooperative learning strategies will help to ensure the whole class gets enough practice.

Use targeted questioning techniques such as Bloom’s Taxonomy and Blank’s Questioning to generate discussion. Begin with open-ended questions and guide students to assimilate new knowledge with prior learning.

Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. “Great work Tim, you told us about ‘WHO’ was in the story”, “Thanks Rodney for sharing ‘WHERE’ we went on our excursion” etc...

Assess students’ performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

Speaking and Listening Level One NEWSTELLING



Relevant descriptors	Overview
Use spoken language appropriately in a variety of classroom contexts	<p>A “Newstelling” activity gives students an opportunity to recount recent events outside of school or on excursions, etc. in front of their peers.</p>
Answers simple questions for information and clarification	<p>Materials Some children may need cue cards (e.g. who, what, where, when, why) to help structure their recount or to assist the audience in asking questions.</p>
They listen to brief spoken texts that deal with familiar ideas and information	<p>Activity Students are asked to recall a recent event from a particular time (e.g. on the weekend, during the holidays, on a recent excursion) and speak about this to the class. You may wish to show students cue cards as they are talking to provide additional information (e.g. <u>who</u> was there?) or to help a student ask the speaker a question (e.g. “Can you think of a question to ask? Who.....?”)</p>
They produce brief spoken texts that deal with familiar ideas and information	<p>Model the types of behaviour that you expect and talk about them – see descriptors on the left. What you choose to examine will depend on which area of S+L you are working on. Only assess one or two descriptors at once. Students at Level 1 will have difficulty remembering to work on more than 2 things at once.</p>
Contribute relevant ideas during class or group discussion	<p>Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement ‘We are learning to’ or the acronym WALT. Having the WALT visually represented within the classroom will ensure the targeted focus is maintained. WALT ideas for this task may be:</p>
They sequence main events and idea coherently in speech	<p>“We are learning to – speak at an appropriate volume within the classroom or to speak not too loud or not too soft when sharing our news”.</p>
Follow simple verbal instructions	<p>Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to ‘store’ this new word in an easily accessible ‘vocab store’.</p>
Speak at an appropriate volume for listeners' needs	<p>Use questioning techniques such as Bloom’s Hierarchy or Blank’s Questioning to generate discussion.</p>
Speak at an appropriate pace for listeners' needs	<p>Aim for open ended questions that start with what the children already know and move to information that needs to be assimilated with prior learning.</p>
Self-correct by rephrasing a statement or question when meaning is not clear	<p>Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. “Great work Penny, I love the way you spoke loud enough for us all to hear, not too loud or not too soft, just right” etc...</p>

Assess students' performance throughout the session. Tick a checklist, use student rubrics or note observations

Speaking and Listening Level One CHAT BOOK RECOUNT



Relevant descriptors	Overview A Chat Book is a small booklet that contains photos, pictures, or other visual displays (wrapper, ticket) that relate to activities, events and/or objects the student has experienced or enjoys. They provide a topic of conversation for the communication partner. It is usually put together by the student and his/her parents (or the teacher if the Chat Book relates to a school-based activity). The Chat Book may be used to prompt a recount of the activity. The student is expected to:
Use spoken language appropriately in a variety of classroom contexts	<ul style="list-style-type: none"> • Use full sentences to provide information. • Present information in a logical sequence. • Answer questions for clarification. • Speak loudly and slowly enough for the class to hear them
Answers simple questions for information and clarification	
They listen to brief spoken texts that deal with familiar ideas and information	
They produce brief spoken texts that deal with familiar ideas and information	
Contribute relevant ideas during class or group discussion	Materials <ul style="list-style-type: none"> • 4 pieces of thin A4 cardboard per student • Blank Chat Book and Instructions to be sent home • Completed Chat Books for class activity • Colourful semantics cue cards – board display
They sequence main events and idea coherently in speech	Making Chat Books – Have the students select 4 pieces of A4 cardboard and staple these together on the left-hand shorter side. Title each book with the child's name (Jack's Chat Book; Emily B's Chat Book). A self-drawn picture or a digital photo could illustrate the cover. Tell students they will take their Chat Books home with notes for their family. At home they can draw or stick in a sequence of pictures of something they have done with their family. They can practice telling their Chat Book story to people at home and then bring it back to school to show and talk about.
Follow simple verbal instructions	
Speak at an appropriate volume for listeners' needs	
Speak at an appropriate pace for listeners' needs	Chat Book Discussion – Look at Chat Books individually with your students. Ask each student to tell you about the events pictured in his/her book. Ask questions to find out more information.
Self-correct by rephrasing a statement or question when meaning is not clear	Chat Book Recount – Ask one student at a time to stand up in front of the class and recount his Chat Book story as he displays each page. Encourage other students to ask questions about the recount. Prompt with Colourful Semantics cue cards.

Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement ‘What I’m looking for’ or the acronym WILF. Having the WILF visually represented within the classroom will ensure the targeted focus is maintained. WILF ideas for this task may be: “What I’m looking for is asking questions. You need to ask questions if you are not sure what someone is talking about”.

Use guided practice to help students consolidate their new learning. In small groups or as a whole class, ensure each student gets to practise skills expected. Think, pair, share or other cooperative learning strategies will help to ensure the whole class gets enough practice. Targeted questioning techniques will assist students to assimilate new and prior learning.

Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. “Great Amy, you asked a really good question that made Dale’s story clearer” etc...

Assess students’ performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

Speaking and Listening Level One TRAVELLING TED



Relevant descriptors	Overview A Travelling Ted activity can help children to recall and recount events that have happened outside of school through the eyes of a soft toy. This can be useful for children who have difficulty remembering what they have done, as it provides them with a visual reminder.
Use spoken language appropriately in a variety of classroom contexts	
Answers simple questions for information and clarification	Materials A soft toy or character for children in the class to take home and return to school. Some children may also need cue cards (e.g. who, what, where, when, why) to help structure their recount or to assist the audience in asking questions.
They listen to brief spoken texts that deal with familiar ideas and information	
They produce brief spoken texts that deal with familiar ideas and information	Activity steps Children take turns at taking a toy from the classroom for a period of time (e.g. for the weekend). Ask the child to bring Travelling Ted back to school and tell the class what they have done together.
Contribute relevant ideas during class or group discussion	Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement 'What I'm looking for' or the acronym WILF. Having the WILF visually represented within the classroom will ensure the targeted focus is maintained. WILF ideas for this task may be: "What I'm looking for is your retell about your adventures with Ted. I want to hear about the main adventures you and Ted had. Have a think about it before you begin".
They sequence main events and idea coherently in speech	Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to 'store' this new word in an easily accessible 'vocab store'.
Follow simple verbal instructions	Use questioning techniques such as Bloom's Hierarchy or Blank's Questioning to generate discussion. Aim for open ended questions that start with what the children already know and move to information that needs to be assimilated with prior learning.
Speak at an appropriate volume for listeners' needs	Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. "Great work Penny, thanks for sharing your exciting Ted adventures. I really like the way you told us what happened in the order that it happened" etc...
Speak at an appropriate pace for listeners' needs	Assess students' performance throughout the session. Tick a checklist, use student rubrics or note observations
Self-correct by rephrasing a statement or question when meaning is not clear	

Description

Speaking and Listening Level One BARRIER GAMES



Relevant descriptors	Overview Barrier games can be used across a variety of themes and curriculum areas. These games promote clarity of spoken language, since the speaker and listener are separated by a barrier which prevents any transfer of information by visual means. Each person has identical materials on each side of the barrier, which form the basis of the activity. An example of a commercially available barrier game is 'Guess Who'. Depending on the oral language needs of your class, you may choose to use barrier games as S+L activities in their own right, or you can tailor the games to suit a curricular theme or focus
Use spoken language appropriately in a variety of classroom contexts	
Answers simple questions for information and clarification	
They listen to brief spoken texts that deal with familiar ideas and information	Materials Sets of two identical activities, sufficient for the class to work in pairs. The barriers can be a box or screen which is placed between the workspaces of each pair of students. The activities should be very simple in detail, e.g. two basic outlines of a farmyard or park scene, with access to identical markers or crayons; two sets of identical coloured blocks; two identical portions of play-doh with identical shape cutters; identical Lotto boards with identical sets of tokens. Commercially available games can also be used.
They produce brief spoken texts that deal with familiar ideas and information	
Contribute relevant ideas during class or group discussion	Activity Introduce the concept of barrier games as it relates to your theme, e.g. "We have been learning about healthy eating. Today we are going to play some games to help us talk and think about what we have learnt. You need to work with a partner. You will need to tell your partner how to make play-doh models of healthy foods."
They sequence main events and idea coherently in speech	
Follow simple verbal instructions	Demonstrate as a whole class how the game will work, by making an object behind a barrier while giving clear instructions for each step in the process. Discuss the outcomes with the whole group, to reinforce the need for very clear instructions and careful listening.
Speak at an appropriate volume for listeners' needs	Organize the students into pairs in which they are sitting and facing each other, each with a supply of play doh, with an effective barrier between each pair. The students are to take turns in asking their partner to make an item of healthy food, e.g. a banana.
Speak at an appropriate pace for listeners' needs	
Self-correct by rephrasing a statement or question when meaning is not clear	Instruct the students to describe what they are doing, step by step, as they make their own model – this description becomes the instruction for the partner to make the same item. Once the students have taken turns and made their two items, the barrier can be removed so they can observe and discuss the differences between the two items. The number of 'communication turns' can be varied according to the ability level of students, e.g. the less able students will need to remove the barrier after attempting one

item, whereas more capable students may be able to make two or three items each before discussing their communicative challenges.

Re-group as a whole class to discuss the complexities of attempting to speak without visual assistance. Help the students to discover the key messages about the need for communication clarity, and what can happen when a listener doesn't understand a speaker.

Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement 'We are learning to' or the acronym WALT. Having the WALT visually represented within the classroom will ensure the targeted focus is maintained. WALT ideas for this task may be: "We are learning to give clear directions to make sure other people can understand what we say".

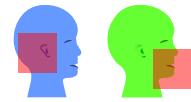
Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to 'store' this new word in an easily accessible 'vocab store'.

Use questioning techniques such as Bloom's Hierarchy or Blank's Questioning to generate discussion. Aim for open ended questions that start with what the children already know and move to information that needs to be assimilated with prior learning.

Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. "That was great when Kevin told Max every step in making an apple in just the right order." etc...

Assess students' performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

Speaking and Listening Level One CATEGORIES



Relevant descriptors	Overview <p>The concept of 'categories' can be used across a variety of themes and curriculum areas. This concept is vital to the development of students' vocabulary and word retrieval by facilitating semantic (meaning) links between words, thus promoting an efficient neurological 'store' of words. The 'categories' discussion can form the basis for the rest of the lesson.</p>
Use spoken language appropriately in a variety of classroom contexts	
Answers simple questions for information and clarification	
They listen to brief spoken texts that deal with familiar ideas and information	
They produce brief spoken texts that deal with familiar ideas and information	Materials <p>Collect a number of small pictures of items which can commonly be sorted into categories such as 'food', 'clothing' 'transportation' etc. Junk mail catalogues, Clipart, Google searches and commercially available games are all good sources to start your collection. Prepare the pictures in an easily stackable/sortable generic way by making them uniform sizes and shapes – laminate them to ensure a longer lifespan! Prepare 'Lotto' boards using generic category symbols to use when playing Lotto games. Interactive WB software will provide further options for developing the concept of categorization.</p>
Contribute relevant ideas during class or group discussion	Activity <ol style="list-style-type: none"> <li data-bbox="698 843 2057 1049"><i>Sorting.</i> Introduce a category as it relates to your theme, e.g. "Today we are going to talk about ways to move from one place to another. We call this 'transportation'." Divide the students into small groups (2 or 3) and provide each group with a pile of pictures to sort. "Let's see if we can find the pictures in our pile that are about 'transportation'. Look for things that help us get from one place to another. The extension for more capable students is that they may be able to discover other categories and sub-categories to sort. <li data-bbox="698 1049 2057 1113"><i>Generating a recount.</i> Ask students to choose a (current theme) item from their pile and tell the others in their group about an experience they have had with that item, e.g. a train trip. <li data-bbox="698 1113 2057 1351"><i>Generating a narrative text.</i> Have each group of students provide one picture from their group which relates to the current theme. Assemble the items in random order at the whiteboard, and generate a story as a whole class, incorporating each of the items in turn. Invite the more capable students to initiate two characters for the story and generate a setting from which to start a repetitive sequence of events, using each of the items in turn. For example, "Cody and Tom decided to visit their Grandma. First, their mum had to drive them to the station....." etc. Keep the narrative very basic and repetitive to enable participation from students at all ability levels. Unless there is an
They sequence main events and idea coherently in speech	
Follow simple verbal instructions	
Speak at an appropriate volume for listeners' needs	
Speak at an appropriate pace for listeners' needs	
Self-correct by rephrasing a statement or question when meaning is not clear	

- exceptionally capable student in the cohort, the formal ending is best generated by the teacher.
4. *Lotto Game*. Use prepared lotto boards with category symbols to which students can match the pictures from their pile.
 5. *Card game variations*. Variations of ‘Snap’, ‘Memory’ and ‘Go Fish’ can be used, e.g. where items which belong in the same category become ‘pairs’. This activity will particularly challenge students’ S+L skills when they need to explain or justify why they believe a given picture belongs in a certain category and will therefore represent a ‘pair’!
 6. *Extension*. After attempting some of the above activities you will have thought of a variety of other ways to stimulate students’ ability to conceptualize words in terms of the categories to which they belong, e.g. brainstorms, guessing games, variations of ‘20 questions’ – the possibilities are endless!

Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement ‘What I’m looking for’ or the acronym WILF. Having the WILF visually represented within the classroom will ensure the targeted focus is maintained. WILF ideas for this task may be: “What I’m looking for is people who can explain why there items are all the in the same category”.

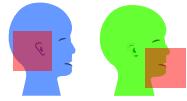
Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to ‘store’ this new word in an easily accessible ‘vocab store’.

Use questioning techniques such as Bloom’s Hierarchy or Blank’s Questioning to generate discussion. Aim for open ended questions that start with what the children already know and move to information that needs to be assimilated with prior learning.

Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. “Well done Adam, I liked the way you explained why bananas, apples and oranges were all in the fruit category” etc...

Assess students’ performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

Speaking and Listening Level One PICTURE CHATS



Relevant descriptors	Overview
Use spoken language appropriately in a variety of classroom contexts	Picture chats can be used across a variety of themes and curriculum areas. Use a picture to promote discussion. Pictures are invaluable in providing a ‘concrete’ link for students who have difficulty extending their oral language beyond the ‘here and now’. As oral language develops, children need to move across the ‘divide’ between being able to describe objects and events which are present, and using language to describe ‘remembered’ or ‘imagined’ objects and events, where all the information is ‘stored’ in the brain. Pictures provide a clear link by representing images which are no longer (or have never been) present. The picture chat discussion is used as the basis for the rest of the lesson.
Answers simple questions for information and clarification	
They listen to brief spoken texts that deal with familiar ideas and information	
They produce brief spoken texts that deal with familiar ideas and information	Materials Choose a picture to use that will generate interest and discussion. The picture should have neither too much nor too little detail. Ensure that it is large enough to use for whole class discussion, or display it on your interactive whiteboard.
Contribute relevant ideas during class or group discussion	Activity Introduce the picture as it relates to your theme, e.g. “This is a picture of a dog and its owner. Let’s see what we can say about this picture – I wonder if there is anything in this picture that reminds us of our theme – responsible pet ownership.” Use the picture as the basis for discussion, e.g. students can report whether they own a dog, and describe how they look after their dog. Use students’ real-life experiences to draw out the messages in the responsible pet ownership program. The picture remains a focus to provide a ‘concrete’ link for students who have difficulty extending their oral language beyond the ‘here and now’.
They sequence main events and idea coherently in speech	
Follow simple verbal instructions	
Speak at an appropriate volume for listeners’ needs	Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement ‘We are learning to’ or the acronym WALT. Having the WALT visually represented within the classroom will ensure the targeted focus is maintained. WALT ideas for this task may be:
Speak at an appropriate pace for listeners’ needs	“We are learning to talk about pictures. This means that we talk about the things that we can see in the picture. Sometimes the picture can be silly and sometimes they might be serious, Sally and Liz come up and let’s chat about this picture”.
Self-correct by rephrasing a statement or question when meaning is not clear	Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to ‘store’ this new word in an easily accessible ‘vocab store’.

Use questioning techniques such as Bloom's Hierarchy or Blank's Questioning to generate discussion. Aim for open ended questions that start with what the children already know and move to information that needs to be assimilated with prior learning.

Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. “Thanks for chatting Sarah, it was great that you and Liz talked about the picture and even wondered where the family might be driving too” etc...

Assess students' performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

Speaking and Listening Level One OBJECT BOX



Relevant descriptors	Overview A box of various small objects provides young language learners with a ‘concrete’ focus on which to build oral language. An object box can be used across a variety of themes and curriculum areas. The objects chosen can be used to promote discussion around a theme. This discussion then forms the basis for the rest of the lesson.
Use spoken language appropriately in a variety of classroom contexts	Materials Assemble a box of small assorted objects (maximum 10 in number). Objects can be chosen at random, or the contents of the box can centre on a chosen theme or unit of work. Students choose from the variety of objects, which can then be used to generate interest and discussion.
Answers simple questions for information and clarification	
They listen to brief spoken texts that deal with familiar ideas and information	
They produce brief spoken texts that deal with familiar ideas and information	Activities The objects can be used in a variety of ways, as follows:
Contribute relevant ideas during class or group discussion	<ol style="list-style-type: none"> <li data-bbox="705 779 2082 874">1. Introduce the box as it relates to your theme, e.g. “This box contains lots of things which help us think about (our current topic). We’ll each choose one thing from the box, and talk about how the object reminds us of our theme – transportation.”
They sequence main events and idea coherently in speech	<ol style="list-style-type: none"> <li data-bbox="705 882 2082 946">2. Invite a student to come out the front and choose an object, hidden from view, and describe it so the others can guess. This activity could also be done in pairs or small groups.
Follow simple verbal instructions	<ol style="list-style-type: none"> <li data-bbox="705 957 2082 1021">3. A number of items could be chosen from the box and then woven into a story which is collectively generated by the whole class.
Speak at an appropriate volume for listeners’ needs	<ol style="list-style-type: none"> <li data-bbox="705 1041 2082 1105">4. Choose one object from the box, then invite the class to offer ideas stimulated by the object, e.g. does it remind them of a certain time, place, or event.
Speak at an appropriate pace for listeners’ needs	<ol style="list-style-type: none"> <li data-bbox="705 1116 2082 1179">5. Choose an object from the box and ask the students to tell whether they have something the same or similar at home.
Self-correct by rephrasing a statement or question when meaning is not clear	<ol style="list-style-type: none"> <li data-bbox="705 1191 2082 1254">6. The objects can also be used as the basis for a categorization activity, e.g. sorting the objects into semantic (meaning) categories.
	Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement ‘What I’m looking for’ or the acronym WILF. Having the WILF visually represented within

the classroom will ensure the targeted focus is maintained. WILF ideas for this task may be:
“What I’m looking for is your description. Can you describe the item without naming it? Let’s try one together, my item has 2 wheels, handle bars, I ride a blue one to school”.

Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to link the new word to their existing knowledge and ‘store’ this new word in an easily accessible ‘vocab store’.

Use questioning techniques such as Bloom’s Hierarchy or Blank’s Questioning to generate discussion. Aim for open ended questions that start with what the children already know and move to information that needs to be assimilated with prior learning.

Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. “Jack described the parts of his truck rather than naming the whole thing, well done Jack!” etc...

Assess students’ performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

Procedure

Speaking and Listening Level One PHYSICAL ACTIVITY



Relevant descriptors	Overview
Use spoken language appropriately in a variety of classroom contexts	<p>Physical Activity is a task that will enable you to assess a student's ability to listen to and follow simple instructions. It is best suited to undertake in the Physical Education area of the curriculum.</p>
Answers simple questions for information and clarification	<p>Materials Dependent on which physical activity you are going to complete, e.g. football, tennis racket and ball, obstacle course.</p>
They listen to brief spoken texts that deal with familiar ideas and information	<p>Activity: Introduce the activity, e.g. "Today we're going to learn how to serve a tennis ball" or "This morning we are going to complete an obstacle course". "I am going to teach you how to do this".</p>
They produce brief spoken texts that deal with familiar ideas and information	<p>Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement 'We are learning to' or the acronym WALT. Having the WALT visually represented within the classroom will ensure the targeted focus is maintained. WALT ideas for this task may be: "We are learning to follow directions, this means that you need to be listening with your eyes and ears".</p>
Contribute relevant ideas during class or group discussion	<p>Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to 'store' this new word in an easily accessible 'vocab store'. Check that students are familiar with the terms you will use, e.g. <u>toss the ball</u>, <u>crawl through</u> the tunnel".</p>
They sequence main events and idea coherently in speech	<p>Use short and simple instructions e.g. of eight or less words. Speak in a loud, clear voice to ensure all students can hear. Give students sufficient time to follow instructions before moving onto the next one.</p>
Follow simple verbal instructions	<p>Give the students basic, step by step instructions to follow e.g. "jump over the rope with both feet", "walk under the pole", "crawl through the tunnel".</p>
Speak at an appropriate volume for listeners' needs	<p>Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. "Well done Zoe, I loved how you threw the ball straight up just how I asked you to, you must have been listening with your eyes and ears" etc...</p>
Speak at an appropriate pace for listeners' needs	<p>Assess students' performance throughout the session. Tick a checklist, use student rubrics or note observations informally.</p>
Self-correct by rephrasing a statement or question when meaning is not clear	

Speaking and Listening Level One "SIMON SAYS"



Relevant descriptors	Overview Movement sequences such as those seen in the game 'Simon Says' are simple procedures based on giving and receiving instructions. L: When used for receiving instructions 'Simon Says' requires students to follow verbal directions in a sequential order and comprehend verbal instructions. Students demonstrate their ability in these areas by producing a verbal or non-verbal response. S: When students are given the opportunity to be Simon and give instructions, they need to give clear and coherent verbal instructions. Students demonstrate their ability to give clear instructions by the ease with the listener can follow.
Use spoken language appropriately in a variety of classroom contexts	
Answers simple questions for information and clarification	
They listen to brief spoken texts that deal with familiar ideas and information	
They produce brief spoken texts that deal with familiar ideas and information	Materials A pre-planned list of instructions containing: <ul style="list-style-type: none"> • 1 step instructions, 2 step instructions, 3 step instructions... (the number of actions per instruction should be adjusted to the age and ability of the students)
Contribute relevant ideas during class or group discussion	Activity Choose a set of simple instructions that are suitable for demonstrating the procedure. Explain what the game 'Simon Says' is. e.g.
They sequence main events and idea coherently in speech	"We are going to play a listening game called Simon Says. When we play Simon Says, one person is Simon. Today that will be me. I am Simon. You have to do all the things that Simon Says to do. So if I say "Simon says put your hands on your head." You have to put your hands on your head. But be careful, sometimes I might give you an instruction and not start with Simon says... If I don't start with Simon says, you do not follow the rest of the instruction. If you follow an instruction that doesn't begin with Simon Says, you will be out and have to sit down. If you are the last person standing, that means that you will have followed all my instructions correctly and can be "Simon" another time that we play!
Follow simple verbal instructions	
Speak at an appropriate volume for listeners' needs	
Speak at an appropriate pace for listeners' needs	
Self-correct by rephrasing a statement or question when meaning is not clear	Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement 'What I'm looking for' or the acronym WILF. Having the WILF visually represented within the classroom will ensure the targeted focus is maintained. WILF ideas for this task may be:

"What I'm looking for is people who are listening and following what Simon says, are you ready? Simon says...."etc.

Introduce required vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to ‘store’ this new word in an easily accessible ‘vocab store’.

Use both types of instruction during your modeling of Simon Says. Those beginning with “Simon says...” and those without. Allow time for students to ask questions to clarify anything about the game which may be unclear.

Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. “Great listening Aaron, you stayed in the game for 5 instructions because you listened really carefully for the words Simon says” or “That’s fantastic the way you’re using instructions that tell Aaron exactly what he has to do, Sophie!” etc...

Assess students’ performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

After the activity, incorporate observations into group discussion. This may include; problem solving difficulties, drawing students attention to short term auditory memory strategies to help them remember longer instructions introducing alternative vocabulary that could be used and to consolidate key teaching points related to areas of S+L you are working on.

Speaking and Listening Level One FOLD IT UP



Relevant descriptors	Overview Procedural language is used in activities such as 'origami', where students are required to follow a series of steps to produce a finished product. Paper folding can help to enrich children's imaginations, creative ideas and geometrical way of thinking about things. This activity can be used as a listening activity or a speaking activity, depending on the focus of the session.
Use spoken language appropriately in a variety of classroom contexts	L: When used for receiving instructions 'Fold It Up' requires students to follow verbal directions in a sequential order and comprehend verbal instructions. Students demonstrate their ability in these areas by producing a verbal or non-verbal response. S: When students are given the opportunity to give instructions, about how to create a piece of origami, they need to give clear and coherent verbal instructions. Students demonstrate their ability to give clear instructions by the ease with which the listener can follow them.
Answers simple questions for information and clarification	
They listen to brief spoken texts that deal with familiar ideas and information	
They produce brief spoken texts that deal with familiar ideas and information	
Contribute relevant ideas during class or group discussion	Materials <ul style="list-style-type: none"> • Origami instructions for a simple paper folding project (Fun with Paper Folding: Origami 1, 2, 3, 4, 5, 6, 7, 8 froebel-kan Co. Ltd. Tokyo) or any Origami instruction • Small square coloured paper per student
They sequence main events and idea coherently in speech	
Follow simple verbal instructions	Choose a simple paper folding project that is suitable for the age, dexterity and ability of the students. Explain what the activity 'Fold It Up' is e.g.
Speak at an appropriate volume for listeners' needs	<i>"We are going to do a special listening activity called Fold It Up. Fold It Up is an origami activity. Origami is a special type of paper folding where we can make many different shapes and figures. Today we are going to make a 'purse' (insert chosen task). You need to listen to me very carefully to make sure that you do all the steps in the right order to create a purse."</i>
Speak at an appropriate pace for listeners' needs	<i>To begin you need to have your piece of paper face down on the table, that means the coloured side is facing away from you, like this...(demonstrate)</i>
Self-correct by rephrasing a statement or question when meaning is not clear	<i>Step 1: Fold your piece of paper into quarters (demonstrate). Unfold it, so it is flat on the table again (demonstrate). Fold each side into the middle (demonstrate)</i>

Step 2: Turn your piece of paper over so that the flat side is facing you (demonstrate).

Step 3: Fold each end into the centre (demonstrate)

Step 4: Fold the top half over the bottom half to expose the flat sides (demonstrate)

Step 5: Finished. Put your money in the side pockets!

Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement ‘What I’m looking for’ or the acronym WILF. Having the WILF visually represented within the classroom will ensure the targeted focus is maintained. WILF ideas for this task may be: “What I’m looking for is your fix ups. You might need to fix up your instructions so that other people know exactly what to do” or “When we do the Fold It Up activity, we are going to need to listen to instructions and remember what to do. If you don’t know what to do, you can ask a question. If you are telling how to make an origami project, you will also need to give instructions with enough information so that other people can understand them”.

Introduce required vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to ‘store’ this new word in an easily accessible ‘vocab store’.

Introduce, demonstrate and allow time for students to practice types of folding techniques required ie; mountain fold, valley fold...

Use both oral and visual instruction during your Fold It Up activity. Make a note of which type of instruction results in greater success, and is more useful. Also make note of the amount of information in an instruction that the student can process at one time. This can inform your everyday classroom instruction presentation. Allow time for students to ask questions to clarify anything about the game which they may be unclear of.

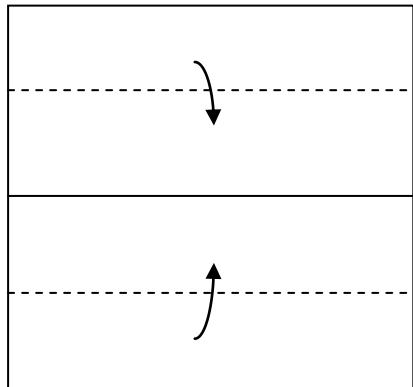
Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. “Great listening Josh, you made a beautiful purse because you watched and listened really carefully to what I was doing” or “I like the way you asked a question when you were unsure of what to do next Steven, that meant I knew exactly which bit you were having trouble with” etc...

Assess students’ performance throughout the session. Tick a checklist, use student rubrics or note observations informally.

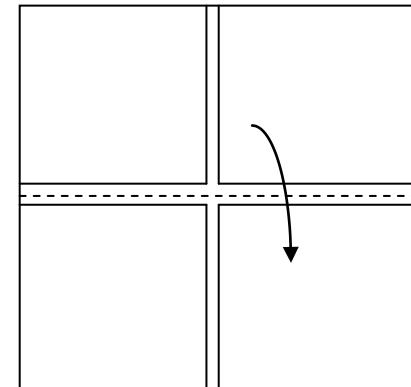
After the activity, incorporate observations into group discussion. This may include; problem solving difficulties, drawing students attention to short term auditory memory strategies to help them remember longer instructions, introducing alternative vocabulary that could be used and to consolidate key teaching points related to areas of S+L you are working on.

Visual Instructions

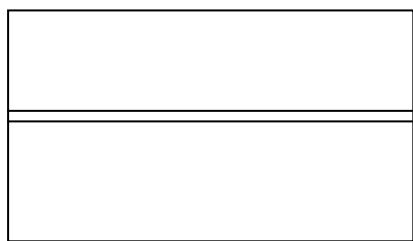
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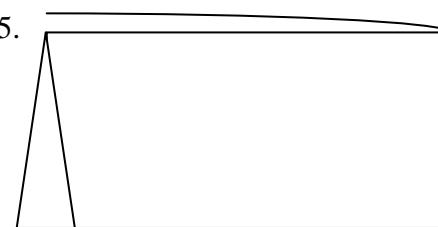
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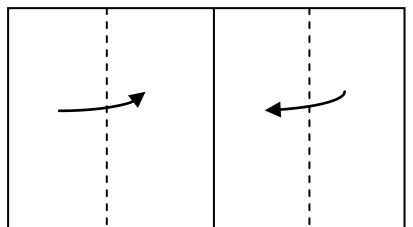
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Speaking and Listening Level One COLOUR IT IN



Relevant descriptors	Overview Colour It In is an activity that will help you to evaluate a student's ability to listen to, follow and give simple instructions. Colour It In can be used across a variety of themes and curriculum areas.
Use spoken language appropriately in a variety of classroom contexts	Materials Choose a picture to colour in. The picture should have neither too much nor too little detail, and can be related to the current class theme. Provide students with coloured pencils/textas and a copy of the picture.
Answers simple questions for information and clarification	Activity Introduce the picture as it relates to your theme, e.g. "This is a picture of a rocket and astronaut. Let's colour in this picture about our class theme – Space. Today I am going to give you some instructions about how to colour in your picture. You will get a turn to give instructions as well".
They listen to brief spoken texts that deal with familiar ideas and information	Explicitly state that you will be looking for speaking and listening skills as chosen from the descriptors. Using child-friendly language describe the task and expectations. Explicitly state the focus to the students using the statement 'We are learning to' or the acronym WALT. Having the WALT visually represented within the classroom will ensure the targeted focus is maintained. WALT ideas for this task may be: "We are learning to follow directions, this means that you need to be listening with your eyes and ears".
They produce brief spoken texts that deal with familiar ideas and information	Introduce new vocabulary – use words the students already know when introducing unfamiliar words or concepts – this allows students to 'store' this new word in an easily accessible 'vocab store'. Ensure students are familiar with the colours, shapes and concepts you will use e.g. "Colour the <u>biggest star</u> yellow".
Contribute relevant ideas during class or group discussion	Use short and simple instructions e.g. of eight or less words. Speak in a loud, clear voice to ensure all students can hear. Give students sufficient time to follow instructions before moving onto the next one.
They sequence main events and idea coherently in speech	Feedback how the students are going and when they are doing what you are aiming for in the lesson re S+L e.g. "
Follow simple verbal instructions	"Good job Sam, I love the way you coloured the helmet in red" etc...
Speak at an appropriate volume for listeners' needs	Assess students' performance throughout the session. Tick a checklist, use student rubrics or note observations informally.
Speak at an appropriate pace for listeners' needs	
Self-correct by rephrasing a statement or question when meaning is not clear	

Appendix A: Speaking and Listening Level One – Examples of statements for rubrics

❖ VELS Descriptor	❖ Child Friendly Language for RUBRIC
Use spoken language appropriately in a variety of classroom contexts	<ul style="list-style-type: none"> ❖ I talk to the teacher ❖ I talk to my classmates ❖ I talk about lots of different things ❖ I ask for help when I need to ❖ I like talking about things I know about
Asks simple questions for information and clarification	<ul style="list-style-type: none"> ❖ I ask questions in the classroom ❖ I ask questions when I haven't understood something ❖ I ask 'who, what, where, when, why and how' questions to find out more
Answers simple questions for information and clarification	<ul style="list-style-type: none"> ❖ I can answer questions ❖ I can answer questions about 'who, what, where, when, why and how' so my classmates can understand what I am talking about
They listen to brief spoken texts that deal with familiar ideas and information	<ul style="list-style-type: none"> ❖ I can listen to my teacher and classmates when they talk about things I know about ❖ I listen quietly while the other children are talking ❖ I can listen to stories and understand them
They produce brief spoken texts that deal with familiar ideas and information	<ul style="list-style-type: none"> ❖ I can talk about <ol style="list-style-type: none"> 1. people (who) 2. places (where) 3. things (what) 4. times (when)
Contribute relevant ideas during class or group discussion	<ul style="list-style-type: none"> ❖ I can give my own ideas about what we are talking about in the classroom ❖ I can share my ideas with my classmates in discussion time

	<ul style="list-style-type: none"> ❖ I talk about the topic in our discussion in class
They sequence main events and ideas coherently in speech	<ul style="list-style-type: none"> ❖ I tell stories that have a beginning, middle and end ❖ I can talk about what I know in the right order ❖ I can talk about something <ul style="list-style-type: none"> 1. in the right order 2. with enough information 3. so people can understand me
Follow simple verbal instructions	<ul style="list-style-type: none"> ❖ I can do something when my teacher tells me ❖ I listen to instructions and remember what to do ❖ I can follow directions when my teacher talks
Speak at an appropriate volume for listeners' needs	<ul style="list-style-type: none"> ❖ I can talk <ul style="list-style-type: none"> 1. loud enough for my class to hear me 2. soft enough if I need to 3. just at the right volume
Speak at an appropriate pace for listeners' needs	<ul style="list-style-type: none"> ❖ I can talk so that others can understand me – I don't go too fast or too slow
Self-correct by rephrasing a statement or question when meaning is not clear	<ul style="list-style-type: none"> ❖ I can change what I say so other people can understand me ❖ I can fix up my talking so other people know what I am talking about ❖ If I make a mistake when I talk, I fix it up

It should be noted that these are examples only of what may be included in a rubric. The descriptors can be used with the insertion of ‘sometimes, often or always’ to describe how often a student is doing something. Teachers may feel the need to break down skills further depending on the task at hand – this will allow for the most accurate teaching and learning to take place and for students to receive explicit instruction.

See the sample rubric that follows.

Appendix B: Speaking and Listening Level One – Child-friendly rubric

Skill			
"Speak at an appropriate volume for listeners' needs"	I sometimes talk loud enough for my class to hear me	I often talk loud enough for my class to hear me	I always talk loud enough for my class to hear me
	I sometimes remember to use my 'inside' voice in the classroom	I often remember to use my 'inside' voice in the classroom	I always remember to use my 'inside' voice in the classroom
"Speak at an appropriate pace for listeners' needs"	I sometimes talk slow enough for others to understand me	I often talk slow enough for others to understand me	I always talk slow enough for others to understand me



= beginning



= consolidating

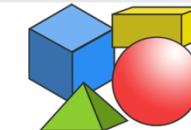
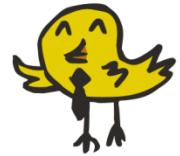


= established

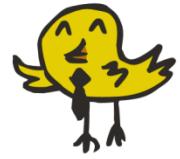
NB: This is an example only - students would use this to rate their volume and pace for a given activity which would have had the emphasis on these two areas - other areas and skills may be chosen and used for a range of activities

WALT

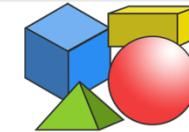
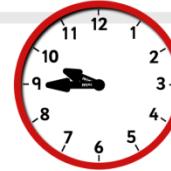
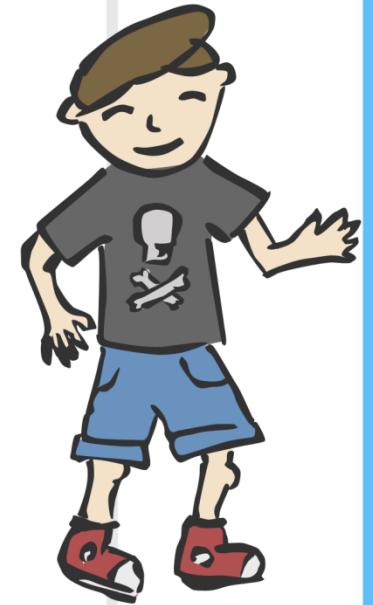
We Are Learning To ..



WILF



What I'm Looking For ..



APPENDIX D: Bloom's Taxonomy

Knowledge – I can recall	Who, what, when, where, how ...? Describe.....
Comprehension – I can recall and it has some significance to me	Retell... Is there anything you know that is the same?
Application - I can recall and it has some significance to me and I am able to use it both in a known and a novel situation.	How is...an example of...? How is...related to...? Why is Significant
Analysis – when we expect students to be able to look at a range of information within the topic or subject and tease out the important ideas, to realise the significant compared to the trivial.	What are the parts or features of...? Classify/group...according to... How does...compare/contrast with...? What evidence/proof can we find?
Synthesis - when we expect our students to be able to take a series of ideas within the topic - maybe from several different perspectives- and to weave them together into some sort of conclusion	What would you predict/infer from...? What ideas can you add to...? How would you create/design a new...? What might happen if you combined/joined...? What solutions would you suggest for....?
And finally evaluation - to expect our students to look at ideas in the subject and make some decisions as to whether they are flawed or appropriate.	Do you agree...? How would you decide about....? What do you think about...? What is the most important...? Place the following in order of importance...

APPENDIX E: Ability To Respond To Questions (Marion Blank)

Level 1	Level 3
<ul style="list-style-type: none"> Find one like this. What's this > What colour is this? What did the ... say? What can you see? Show me the ... Is it X or Y? Who is this? 	<ul style="list-style-type: none"> What will happen next? What is ... going to say? How did he ...? How else could he do it? How are these the same? What's your favourite ...? Tell me one that is not ... What is a ...? Which one is ...? How did he feel? What have they done so far?
Level 2	Level 4
<ul style="list-style-type: none"> Find one that is ... can ... What happening? Who is >>>? When did ...? Where's the ...? Finish this sentence. What is this for? Tell me about this thing? What does it do? Find one that is X or Y. How are these different? What else is a X? (category) What else could they ...? 	<ul style="list-style-type: none"> What will happen if he ...? Why did you pick that one? How did that happen? What could he do? What would you do if...? Why is it made of that? How can we tell? Why can't he ...? Why do you like that one? If you were X, what would you say/do?