Speaking & Listening / Oral Language

Reception

The child is encouraged to identify aspects of spoken language in a range of contexts:

- Identifies purposes for listening eg: to gain auditory information

- Identifies how to listen appropriately:
  - 5 L’s for listening
  - Lips together, legs crossed, hands in laps, looking and listening

- Responds to spoken information and seeks clarification where relevant e.g. I don’t understand, can you help me please?

- Respond with questions for further information and clarification

- Present spoken texts for a range of audiences e.g. school and community
  - Adjusts speaking to communicate with different audiences e.g. when speaking to a younger child

- Begins to understand the difference between a question and a statement

- Begins to recognise that views are different from their own e.g. different cultural events

- Adjusts speaking to communicate with different audiences in a variety of contexts
• Is aware of different steps in the process of speaking
e.g. retelling a play situation

• Responds to spoken instructions in different situations

• Responds to aspects of text organisation
e.g. ‘she’ refers to character introduced earlier in story

• Interprets texts incorporating a variety of media forms
e.g. tapes, videos
  Listens to story and responds by performing actions in mime

• Uses language appropriately
e.g. in peer conversation says “See you later!” but speaking to a visitor say “Goodbye.”

• Shows an understanding of the organisation of spoken texts
e.g. use connectives like ‘because’, ‘and’ to sustain a topic

• Uses appropriate grammatical structure
e.g. I caught the ball not I caughted the ball

• Expresses feelings accurately

• Uses expression in oral language

• Understands how gestures and facial expressions may convey meaning in spoken texts

• Participates appropriately in dialogue (takes conversational turns, sustains one to one conversation with children)

• Plans, prepares and presents oral presentation

• Participates in rhyme

• Speaks using an appropriate pitch, a clear voice, gestures and eye contact

• Acknowledges and praises own and other people’s efforts
e.g. Uses comments from others to discuss strengths and areas for improvement

• Utilises different information technologies to support spoken language