Speaking & Listening / Oral Language
Year 1

Identify aspects of spoken language in a range of contexts:

- Identify purposes for listening to gain auditory information
- Demonstrates active listening by:
  - Responding to spoken information and asking for clarification where relevant
e.g. What happens next in a television cartoon
- Responding to peer’s questions for further information and clarification
- Responding to adult’s questions for further information and clarification
- Present spoken texts for a range of audiences
e.g. school and community
- Beginning to understand the difference between a question and a statement
- Recognise that there are views different from their own
e.g. different cultural events
- Adjust speaking to communicate with different audiences in a variety of contexts
e.g. Formal language at assembly and for instructions
- Aware of different steps in the process of speaking
e.g. ordering lunch
• Use different information technologies to support spoken language
e.g. pictures, charts, familiar objects, posters, graphs, overhead projector

• Respond to spoken instructions in different situations

• Interpret and respond to texts incorporating a variety of media forms
e.g. tapes, videos, stories read aloud, stage performances, radio program

• Adjust speaking to communicate with different audiences
e.g. when speaking to a younger child

• Respond to expressive aspects of language
e.g. taps out syllables in well-known poems or rhymes

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

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

• Use grammatical resources to produce spoken texts
e.g. In a recount is able to tell about an event or action

• Produce oral texts in various forms (with adult support)
e.g. tapes their morning news presentation, videos of drama activities

• Use vocabulary to express feelings orally

• Use expressive oral language
  –Monitor articulation development (See appendix for norms)

• Use strategies for listening attentively to ideas and opinions in a range of spoken texts

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

• Interpret meaning of spoken text, asks questions, rephrases instructions for clarification

• Presents spoken texts in more formal but familiar situations
e.g. Individual or group items at assembly
• Evaluates own performance and that of others
e.g. accepts constructive feedback about body language exhibited when listening to a story

• Experiments with strategies for planning, composing and presenting spoken texts for
  formal and informal situations
  • Participates appropriately in dialogue (takes conversational turns, sustains one
to one conversation with children)
  • Plans, prepares and presents oral presentation
  • Uses a structured guide to record who, what, when, where and why when
planning a recount
  • Rehearses a rhyme with a partner
  • Presents using an appropriate pitch, a slow and clear voice, signs and gestures
  when presenting and using a microphone

• Evaluates performance
  e.g. Uses comments from others to discuss strengths and areas for
  improvement

• Provide opportunities for spoken language
  e.g. shared reading, singing, games, raps, rhymes, choral speaking

• To encourage children to use language to express their needs

Introduction to:

• Text organisation features:
  • Introduction and keeping track of characters in recounting events in a
    story
    (i.e. Orientation stage in an oral recount)
  • Word order in speech, questions, statements and descriptions
  • Vocabulary – use to express feelings e.g. likes, dislikes, needs, wants