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 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

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

- Begins to recognise that there are views different from their own
  e.g. different cultural events, aboriginal story-telling

- To encourage children to use language to express their needs
• 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

• Interprets and responds to texts in a variety of media forms
  e.g. tapes, videos, stories read aloud, stage performances, radio program,
  instructional cooking video for procedural text, taped stories

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

• Responds 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.”

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

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

• Produces oral texts in various forms
  e.g. tapes their morning news presentation, videos of drama activities

• Use vocabulary to express feelings orally

• Uses expressive oral language
  e.g. Uses descriptive words like “He fell down a big hole.”

• Monitor articulation development (See appendix for norms)

• Uses strategies for listening attentively to ideas and opinions in a range of spoken texts
• Demonstrates how gestures, tone of voice and facial expressions may convey meaning in spoken texts and how this can affect people differently

• Interprets 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. evaluates own performance (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

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