Speaking & Listening / Oral Language
Year 3

Identify aspects of spoken language in a range of contexts:

- Identify purposes for listening to gain auditory information

Demonstrate active listening by:
- Responding to spoken information and asking for clarification where relevant e.g. What happens next in a television cartoon, discussing information from a documentary, discussing information from a fiction text
- Responding to peer’s questions for further information and clarification
- Responding to questions for further information and clarification

- Compose and present spoken texts for a range of audiences e.g. Reports or drama presentations to school and community groups
- Beginning to understand the difference between a question and a statement
- Recognise that there are views different to their own e.g. Different cultural events, Aboriginal story-telling
  Introduction to: Racism in media reports, discussing those included or excluded in a television advertisement
Identify aspects of spoken language in a range of contexts:

- Adjust speaking to communicate with different audiences in a variety of contexts
e.g. Formal language at assembly and for instructions
   When speaking to a younger child
   - Introduction to understanding that a topic or ideas may not appeal
to different audiences

- Respond to spoken instructions in different situations

- Evaluate performance
e.g. Use comments from others to discuss strengths and areas for improvement

Teaching strategies:

- To encourage children to use language to express their needs

- Provide opportunities for spoken language
e.g. shared reading, singing, games, raps, rhymes, choral speaking,
interaction through bulletin boards, chat-rooms

Introduction to:

- Discuss the diverse varieties of English used in communicating
e.g. Aboriginal English, Standard English, invitation by fax to a guest speaker, fax to request information from a local business for a report, email, shopping list, party invitation

- Provide opportunities for students to be able to take an autonomous role in formal and informal spoken situations
e.g. As an organiser for presentation for another class, community group, grandparents day, Year 3 music night, greeting and addressing visitors

- Compose and present spoken texts for different purposes, audiences and contexts in a group or team
e.g. Drama presentation to entertain younger children, report on a visit to a work-site

- Use subject specific language e.g. perimeter, angles, vertices

- Respond to spoken texts to demonstrate understanding
e.g. Brainstorm solutions to a playground issue
• Respond and expand on others’ views  
  e.g. About stereotypes in a television advertisement  

• Compose a spoken text  
  e.g. A recount of a scene from a film with details about character, setting and plot  
  e.g. Responds to others’ opinions about a poem  

• Present texts for the wider range of school and community audiences  

• Understand the language appropriate for different contexts, audiences and purposes  
  e.g. Taking a phone message  
  e.g. Understanding that language is used differently at home, school and work environments  
  e.g. Welcoming a local employer to the school  
  e.g. Electronic requests for information and responding to replies  

• Consider and analyse aspects of text organisation  
  • Consider development of activity sequences, organisation of “first”, “then”, “finally” in a procedure  
  • Appropriate connectives to link ideas  
    e.g. Retelling a ballad  

• Recognise grammar as a tool for understanding meaning  

  • Model verbs – “must” “should” “may” “could” used in presenting an argument  
  • Adjectives to describe an animal, person or place in an informative report  
  • Discuss differences in “Would you open…?” “Open the…” ways of giving commands  
  • Use of vocabulary to express feelings  
    e.g. Sad, excited, unhappy to express the feelings and attitudes of the central characters when listening to a story or poem  
  • Use of expressive language – using pace, volume, pronunciation, enunciation in a play / performance / presentation.  
  • Responding to different communication modes  
    - Listening to sound effects or music that accompanies a play / story / film  
    - Responds with feedback using evaluative expressions
• Demonstrate active listening
  • Asks relevant questions
  • Identifies the topic / focus
  • Participates in discussions
  • Gives reasons / explanations
  • Reports and problem solves with a group or partner
e.g. on-line

• Plan, prepare and present spoken texts
  • Organise and select ideas
  • Rehearse and modify presentation before presentation to an
    audience
  • Use evaluative feedback to modify presentation
  • Offer advice to others
  • Use cue cards or memory
  • Use examples of texts as models for their own presentations
  • Combine text, audio and graphics

• Evaluate their own and others’ performance and presentations
  • Explain and justify responses
  • Ask for feedback
  • Consider combined text, graphics, audio etc.

• Interpret non-verbal behaviour of a spoken text presentation
  • Facial expressions
  • Gestures
  • How the tone affects the listener

• Identify main ideas in an oral report

**Computer and Resource based learning:**

• Evaluate a web page
  • Does it capture the audience / user?

• Use different information technologies to support spoken language
e.g. pictures, charts, familiar objects, posters, graphs, overhead projector, audio,
digital and electronic technologies
• Making a video, incorporate text, hypertext, graphics, prepare questions, produce a multi-media introduction for a recorded video, incorporate 2 or more multi-modal texts e.g. sound effects with a poem

• Interpret and respond to texts in a variety of media forms
e.g. tapes, videos, graphics, storytelling, stage performances, radio program, instructional cooking video for procedural text, taped stories