Speaking & Listening / Oral Language
Year 4

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

- Respond to peer’s questions for further information and clarification

- Respond 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

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

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

- Recognise that there are views different from 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

- To encourage students to use language to express their needs
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

- 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

- Opportunities for students to take an autonomous role in formal spoken situations
e.g. As an organiser for presentation for another class, community group, 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

- Respond to spoken texts to demonstrate understanding
e.g. Brainstorm solutions to a playground issue

- Respond and expand on another’s 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
  - Understanding that language is used differently at home, school
    and work environments
  - Welcoming a local employer to the school
• 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.
  • Use grammatical resources to produce spoken texts
    e.g. Indirect speech in a report

• Demonstrate active listening
  • Ask relevant questions
  • Identify the topic / focus
  • Participate in discussions
  • Give reasons / explanations
  • Report and problem solve 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
• Evaluation of their own and others’ performance and presentations
  • Explain and justify responses
  • Ask for feedback

• 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

Information technology:

Introduction to:

• Evaluation of 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

• Understand the language appropriate for different contexts, audiences and purposes
  e.g. Electronic requests for information and responding to replies

• Respond to different communication modes
  - Listening to sound effects or music that accompanies a play / story / film
  - Respond with feedback using evaluative expressions

• Plan, prepare and present spoken texts
  • Combine text, audio and graphics

• Evaluate their own and others performance and presentations
  • Consider combined text, graphics, audio etc.