Speaking & Listening / Oral Language
Year 6

• Examine the purpose and appropriateness of a text
  • Key ideas
  • Diverse opinions
  • Purpose
  • Context
  • Audience

• Critically and creatively produce a range of spoken texts.
  • About topics and issues for a wide range of school and extended community audiences.
  • For different purposes and different contexts

• Listen to and interpret spoken texts in a variety of ways
  e.g.
  • Tabulate and summarise decisions reached in a student meeting
  • Discuss song lyrics
  • Identify location on a map after listening to travel talk
  • Take notes about key ideas and associated values
  • Critically analyse the use of statistics in a political speech
  • Tape record an interview to review viewpoints
  • Question data bases
  • Respond and construct alternative viewpoints, ideas and opinions, off-line and on-line without dominating in group work
  • Paraphrase and summarise to check interpretations during group discussions
  • Negotiate agreements
  • Ask questions to gain ideas and opinions about a topic

• Critically analyse the use of language in their own and others spoken texts
  • Consider effective values
  • Impact of their language on other people
• Appraise and use effectively many varieties of English in different forms and contexts
e.g.
  • Giving a report at a parent meeting
  • Responding to a community action group
  • Interacting with an Aboriginal leader
  • Recognise that language varies according to context

• Take part in formal community occasions
e.g. As a presenter, performing as part of a group or team
  Leadership roles in SRC and at Assembly

• Compose and present a range of spoken texts demonstrating complexity
e.g.
  • Script based on television program, use humour to expose unfair practices
  • Argument presenting a community viewpoint
  • Poem relating to a perspective

• Listen and respond to texts
  • Demonstrate understanding
  • Discuss and report on the purpose for listening
  • Summarise and compare alternative viewpoints
  • Examine diversity of opinion
  • Accept others have different perspectives about an issue
  • Provide reasons for opinions about issues
  • Listen critically
  • Consider historical perspectives
  • Invite interaction / feedback
  • Recognise that some groups are privileged and some are marginalised

• Demonstrate an awareness of audience and context when composing texts
  • Consider language choice and topic
e.g. Consider and compare language in a play from an earlier period of time to language in play of today

• Text organisation aspects
  • Consider linking of argument using connectives such as ‘because’ (causal) and ‘although’ (concessional) to link key ideas

• Grammar
  • Using interpersonal metaphors such as ‘I think…’, ‘It appears that…’, ‘Many agree that…’
e.g. in role play of different media news presentations
  • Use strong modal verbs such as ‘must’ and ‘will’ to persuade others to a point of view
• Document evidence of selected skills and attributes in a portfolio, and presents it to a panel of peer and community members

• Plan, prepare and present spoken texts
  • Use emotive language to gain effect in a debate
  • Make exaggerated claims
  • Speak with personal enthusiasm
  • Begin and end text with direction and purpose
  • Use comments and observations to adjust plans
  • Explores possible strategies and evaluates performance
  • Adjust verbal and non-verbal behaviour
  • Rehearses presentation

• Participate in group interaction using effective dialogue and use strategies to work collaboratively

• Vocabulary
  • Identify and analyse expression of attitudes
    e.g. ‘I am outraged.’, ‘Shocked’, ‘Delighted that…’ in a community forum
  • Identify and analyse technical and non-technical vocabulary
  • Use vocabulary to express own feelings
    e.g. use metaphors such as ‘She is an angel’

• Interpret and use expression
  • Intonation, volume and pronunciation
  • Use of body language, facial expression
  • Gesture
  • Stress
  • Rhythm
  • Use expression aspects to engage listener in the presentation
    e.g. Tell familiar stories in new ways

• Use of direct and indirect speech
  • Organisation of spoken language
    e.g. Takes turns at the appropriate time in a script

• Evaluate and respond to different modes of spoken texts
  • Evaluate own and others’ performance
  • Explore and discuss possible strategies
  • Seek and act on feedback to improve own performance
    – Spoken and non-verbal behaviour
    e.g. Use checklist criteria, make brief notes or tape recordings to later review
    e.g. Comparing live performances of poetry and drama – consider rhythm, pacing, volume, gesture and facial expression
Computer and Resource Based Learning:

- Use multimedia packages and web-sites to support and enhance speaking and presentation
  
  e.g.
  
  - Electronic slideshow to support speech
  - Tape of simulation of the news
  - Use video to record an interview for future use

- Produce multi-modal texts:
  
  e.g. combining audio, digital, electronic and visual technologies, pictures, charts, posters, graphs, overhead projector, electronic slide show, video to accompany presentation

- Examine how various media can communicate views and persuasive arguments
  e.g. electronic slide shows, concept mapping using computer software