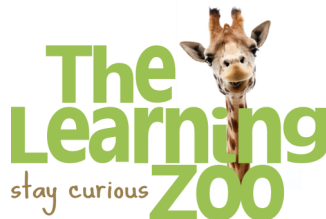




# Reflective Listening & Talking

Curriculum for Excellence  
Listening & Talking  
Planners & Assessments

Anne Glennie



[hello@thelearningzoo.co.uk](mailto:hello@thelearningzoo.co.uk)

[@anneglennie](https://www.instagram.com/anneglennie)

[www.thelearningzoo.co.uk](http://www.thelearningzoo.co.uk)

## Literacy and English: Listening and Talking

These documents have been created to assist with evaluating, planning, tracking and assessing Listening and Talking. They are designed to be used in conjunction with the **Reflective Reading** materials, in particular, the **CfE Reading Tracker** and the **Child Friendly Assessment Booklets**. Written with reference to the Experiences and Outcomes, as well as the 'Significant Aspects of Learning' in Listening and Talking, the documents should help ensure teachers are familiar with the requirements set out in Curriculum for Excellence.

**Within Literacy and English there is a natural overlap between the skills of Reading, Writing, Listening and Talking.** Teachers using reading approaches (such as Reflective Reading) which involve group work with a focus on discussion, as well as the higher order thinking skills, will find that they are **automatically addressing many of the Experiences and Outcomes for Listening and Talking in their day to day planning, teaching and learning.** Special consideration must be given however to the organiser '**Creating texts**' to ensure that children are given ample, varied and relevant opportunities to plan, write and participate in group discussions/debates and solo talks or presentations, in a variety of curricular areas.

### Progression through the Levels and Assessment

Despite being arranged in levels, from Early to Fourth, **the descriptions of knowledge/skills in Listening and Talking Experiences and Outcomes are all very similar**, with only minor word changes at certain levels, and as such they do not provide a clear progression or expectation at each level. This is because **differentiation and progression is achieved through consideration of other aspects which affect the breadth and challenge of tasks in Listening and Talking.** For example:

- increasing challenge of context, subject matter or issues
- level of teacher input, support and guidance with increasing independence
- sophistication in vocabulary and techniques used
- increase in length, detail, complexity of talk
- increasing confidence and enthusiasm for sharing experiences through talk
- ability to express an increasingly complex personal response with justification

For this reason, the two observational assessment sheets that are provided, the **Group Discussion Assessment** and the **Solo Talk Assessment** are **the same for every level**. It will be for the teacher to decide, using their professional judgement, if a particular statement can be given a tick, dot or a cross.

**N.B.** some statements may not apply depending on the context—these can simply be marked with a dash—or 'n/a' (not applicable).

In this way, the same assessment sheet can be used whether listening to a 'Show and Tell' style talk in P1, right up to a Dragons' Den style presentation in the upper stages. This will help provide consistency across the school and ensure that all teachers share a common language about Listening and Talking. The sheets are not designed to be used to attribute marks or levels to individual children, rather, they should be used to highlight strengths and points for development at an individual level, as well as whole class level.

**It is recommended that at least 4 assessments are carried out per session, ideally one each term. These should involve group discussion/debates as well as solo talks or presentations and should ensure variety in terms of purpose (to inform, persuade, entertain etc.), audience (group, own class, younger class, whole-school, parents, invited guests etc.), curricular area, subject matter and format (use of technology/formal or informal situation).**

# Talk the Talk: Creating Opportunities for Listening and Talking

This page is designed to encourage collegiate discussion, evaluation and reflection on opportunities for listening and talking within the school, and individual classrooms. It is a useful aid to review progress and identify action points on a termly basis.

## Whole School Issues

We take part in or organise events and competitions that promote spoken language such as debating competitions, speech making competitions, poetry recitals and presentations.				
Visitors, such as authors or artists, and community members, including parents, regularly visit the school or classes to talk about, discuss or present on subjects of interest.				
Assemblies include regular opportunities for children to contribute through asking and answering questions, presenting or performing or sharing recent successes or experiences in or out of class.				
We encourage all children, at all stages, to speak in full and proper (extended) sentences. We may				
We watch and discuss events that focus on listening to a speaker/s, such as the SBT Authors Live,				
We have an active Debating Club.				
In the school, and in all classes, we value all languages, promoting and providing opportunities to speak and listen in other languages, particularly Scots and Gaelic and in our L2 and L3 languages (for				

## Teaching, Learning and Classroom Routine

I provide regular and varied opportunities for children to give or take part in group discussions, class debates, solo talks or presentations. (May be as simple as 'Show and Tell') At least one of these will be teacher assessed, with feedback given, per term. Peer/Self assessment is also in evidence.				
Our classroom has an established listening and talking culture, which may include how we ask and answer questions. (such as hands-up/no hands-up, lollipop sticks, Shoulder Partner etc.)				
I provide varied texts/resources to stimulate talk: 'Provocation to Talk' scene setting, objects, photos,				
I provide opportunities for speaking and listening outwith the school environment.				
I encourage discussion of topical and relevant news items, whether international or local in nature.				
I look for opportunities to build listening and talking into every area of the curriculum.				
Through Reflective Reading, I promote higher order thinking and discussion, including expressing opinions and answering literal, inferential and evaluative questions. Children also create and ask higher order questions of their own during reading.				
As a class we have explored and discussed what we feel makes a good speaker and listener. This is recorded in some way (e.g. poster, wall display, list) and is easily accessible as a reminder for all.				

## Teacher as Listener and Speaker

I model respectful and appropriate speaking and listening at all times. I model correct Standard (Scottish) English, particularly in the early years and during periods of more formal, direct teaching.				
I participate effectively in staff meetings and am able to contribute ideas and voice my opinions tactfully. I can feedback on initiatives, present ideas, give training and am confident speaking to a group of teachers (known or unknown) and leading discussions.				
I model Talk the Talk and thinking, as well as expressing my opinions and thoughts. (*as appropriate!)				
I listen to professional texts, such as educational podcasts or conference speeches, to help develop and inform my practice. I debate and discuss relevant issues with colleagues.				

Name:

Class:

## Solo Talk Assessment

	Context/Curricular Area	Audience/Purpose	Title/Topic/Theme
1			
2			
3			
4			

## Delivery

	1	2	3	4
I can speak clearly, at an appropriate speed and volume level, suitable for my audience.				
I am confident in front of my audience and make (or give the impression of) eye contact.				
I am enthusiastic about my topic and the opportunity to share it with my audience.				
I use visual aids, such as photos or objects, where appropriate, and ensure they can be seen by my audience.				
Where appropriate, I use technology confidently to support my talk (e.g. presentation software such as PowerPoint, clicker or microphone) or to record my talk (e.g. tablet, phone, camera).				
My body language, including posture, gestures and facial expressions support my talk.				
I may use more sophisticated techniques to engage the audience: using (rhetorical) questions; humour, surprise, varying the pace of my talk for effect, or the intonation/expression of my voice.				

## Content

My talk makes sense, is well-planned and ordered; making it easy for my audience to follow.				
I articulate a number of facts, points, ideas, opinions, arguments, feelings or experiences clearly.				
I can explain processes, concepts or ideas.				
I identify issues and can summarise findings and/or draw conclusions.				
I use vocabulary and language that is suitable/interesting/useful for my audience.				
My talk is well structured with an appropriate introduction and conclusion.				
My tone/register is suitable for the occasion i.e. formal/informal.				
I can use presentation software (e.g. PowerPoint, Prezi, Keynote or YouTube) and design the slides/film clip to support my talk effectively.				
My talk is interesting and/or informative and holds the attention of the audience. (in general!)				
My talk meets its purpose i.e. to inform, persuade or entertain.				
I can respond appropriately to, and answer effectively, questions from the audience.				
I show good manners and thank my audience for their time and attention.				

## Notes:

1	
2	
3	
4	

Name:

Class:

Group Discussion Assessment

	Context/Curricular Area	Audience/Purpose	Title/Topic/Theme
1			
2			
3			
4			

### Participation and Engagement

	1	2	3	4
I listen attentively, focussing on the speaker.				
I show an active interest in the speaker, and may display any of the following: open, attentive or thoughtful expression; nodding in agreement; leaning forward to encourage speaker; smiling.				
In a group, I show awareness of turn taking and when to talk and when to listen.				
I articulate my points, ideas, opinions, arguments or feelings clearly.				
I am able to justify my point of view with reasons or evidence, where appropriate.				
I listen carefully to and consider the points made by others with an open mind.				
I use vocabulary and language that is suitable/interesting/useful for my audience.				
I use the language of debate*. (*refer to additional handout)				
I ask appropriate and thoughtful questions or raise pertinent points.				
I respond effectively to questions or points made by others.				
I can summarise and build on others' contributions.				
I am able to challenge, disagree or question others' contributions in a tactful way.				
I engage respectfully with others in the group at all times and remember my manners.				
I participate confidently and contribute effectively in a group discussion scenario.				
I attempt to facilitate the discussion by: encouraging others to contribute; asking others to expand on their answers or ideas; praising their contributions.				
I take a lead role in the discussion by: keeping the group on task; maintaining order; being sensible and impartial; subduing dominant voices diplomatically; playing devil's advocate to encourage talk; considering all viewpoints.				

### Notes:

1	
2	
3	
4	

# Reflective Listening & Talking: Early Level Planning Sheet

## Enjoyment and Choice

I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. (LIT 0-01a, LIT 0-11a, LIT 0-20a)

I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. (LIT 0-01b, LIT 0-11b)

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0-01c)

I enjoy listening to, and joining in with, rhymes, songs and stories.

I enjoy watching and listening to television programmes, films and audio CDs.

I say what I like/don't like about a story or text I know.

I can talk about what happened in a story or text, describing events and characters.

I can re-tell stories and talk about 'What? Where? Who? When? Why? How?'


## Tools for Listening and Talking

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen. (LIT 0-02a, ENG 0-03a)

--	--	--	--	--

## Finding and Using Information

I listen or watch for useful or interesting information and I use this to make choices or learn new things. (LIT 0-04a)

--	--	--	--	--

## Understanding, analysing, evaluating

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0-07a, LIT 0-16a, ENG 0-17a)

--	--	--	--	--

## Creating Texts

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. (LIT 0-09a)

--	--	--	--	--

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways. (LIT 0-09b, LIT 0-31a)

--	--	--	--	--

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. (LIT 0-10a)

--	--	--	--	--

Notes:

--

## Enjoyment and Choice

--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

--	--	--	--

**Notes:**

# Reflective Listening & Talking: Second Level Planning Sheet

## Enjoyment and Choice

I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. (LIT 2-01a)

--	--	--	--

## Tools for Talking and Listening

When I engage with others, I can respond in ways appropriate to my role, show that **I value others' contributions and use these to build on thinking.** (LIT 2-02a)

--	--	--	--

## Finding and Using Information

As I listen or watch, I can identify and discuss the purpose, main ideas **and supporting detail** contained within the text, and use this information for different purposes. (LIT 2-04a)

--	--	--	--

As I listen or watch, I can make notes, **organise these under suitable headings** and use these to understand ideas and information and create new texts, using my own words as appropriate. (LIT 2-05a)

--	--	--	--

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 1-06a)

--	--	--	--

## Understanding, analysing, evaluating

I can show my understanding of what I listen to or watch **by responding to literal, inferential, evaluative and other types of**

--	--	--	--

To help me develop and informed view, **I can distinguish fact from opinion, and I am learning to** recognise when **my sources**

--	--	--	--

## Creating Texts

When listening and talking with others for different purposes, I can: share information, experiences and opinions; **explain processes and ideas; identify issues raised and summarise main points or findings;** clarify points by asking questions or by

--	--	--	--

**I am developing confidence when engaging with others within and beyond my place of learning.** I can communicate in a clear, expressive way and **I am learning to select and organise resources independently.** (LIT 2-10a)

--	--	--	--

Notes:

--



# Reflective Listening & Talking: Third Level Planning Sheet

## Enjoyment and Choice

I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can **regularly** select subject, purpose, format

--	--	--	--

## Tools for Talking and Listening

When I engage with others, I can make a **relevant contribution**, encourage others to contribute and acknowledge that they have the right to hold a different opinion. I can respond in ways appropriate to my role and use **contributions to reflect on**,

--	--	--	--

## Finding and Using Information

As I listen or watch, I can: identify and **give an accurate account of** the purpose, and main **concerns** of the text, and **can make inferences from key statements**; **identify and** discuss **similarities and differences between** different **types of text**; use this

--	--	--	--

As I listen or watch, I can make notes **and** organise **these to develop thinking, help retain and recall information**, explore issues and create new texts, using my own words as using my own words as appropriate. (LIT 3-05a)

--	--	--	--

I can **independently** select ideas and relevant information for different purposes, organise essential information or ideas and any **supporting details** in a logical order, and use suitable vocabulary to communicate effectively with my audience. (LIT 3-06a)

--	--	--	--

## Understanding, analysing, evaluating

I can show my understanding of what I listen to or watch **by commenting, with evidence, on the content and form of short and extended texts**. (LIT 3-07a)

--	--	--	--

To help me develop and informed view, I **am learning about the techniques used to influence opinion and how to assess the**

--	--	--	--

## Creating Texts

When listening and talking with others for different purposes, I can: communicate information, ideas or opinions; explain processes, concepts or ideas; **identify issues raised, summarise findings or draw conclusions**. (LIT 3-09a)

--	--	--	--

I **am developing** confidence **when engaging with others within and beyond my place of learning**. I can communicate in a clear, expressive way and I **am learning to select and organise resources** independently. (LIT 3-10a)

--	--	--	--

## Notes:

--

# The Language of Debate: Some Useful Phrases

## Stating an Opinion

- In my opinion...
- I think that...
- I believe that...
- If you want my honest opinion...
- As far as I'm concerned...
- If you ask me...
- It's my feeling that...

## Asking for an Opinion /More Information

- What do you think about...?
- Gary, what's your opinion on...?
- Do you have anything to say about this?
- Do you agree with Gary?
- Sandy, could you explain... in more detail?
- Patrick, could you tell us a bit more about...?

## Expressing Agreement

- I agree with you 100 percent.
- I couldn't agree more.
- You're absolutely right.
- Absolutely!
- Exactly!
- I agree with Bob totally!
- That's exactly how I feel.
- I'm afraid I agree with Gary.
- I have to side with Sandy on this one.
- You have a point there.
- Good point!
- Yes, that's true.

## Expressing Disagreement

- I'm sorry but...
- I'm afraid I disagree.
- I totally disagree.
- I beg to differ.
- That's not always true.
- No, I'm not sure about that.
- I see/take your point but...
- I see/get what you mean but...
- I understand what you're saying but...

## Interruptions

- Can I add something here?
- Is it okay if I jump in for a second?
- Could I make a point?
- Can I put in my two pennies' worth?
- Sorry to interrupt, but... (after accidentally interrupting someone)
- Sorry, go ahead. **OR** Sorry, you were saying...
- You didn't let me finish.

## Building on Others' Contributions

- If I could go back to what Sandy said...
- Going back to Gary's point about...
- As Bob said earlier...
- I'd like to add to what Patrick said about...
- As Sandy mentioned earlier...
- Bob made an interesting point about...

## Settling an Argument

- Let's move on...
- I don't think we're going to agree on this. Perhaps we should move on.
- I think we need to agree to disagree.
- I think we should look at the next point / question...
- Ok. I think it's time to move on.

## Concluding

- In conclusion...
- To sum up...
- To re-cap...
- To summarise...
- Finally...
- I would like to leave you with a final thought...

