

Holy Family Primary School

Priority	School Aim(s)	National Priority/Improvement Objective	HGIOS QIs	Overall Responsibility
2. Improving learning and teaching	1, 2a, 2b, 3, 5a & 5b	<input type="checkbox"/> Achievement and Attainment X <input type="checkbox"/> Framework for Learning <input type="checkbox"/> Inclusion and Equality <input type="checkbox"/> Values and Citizenship <input type="checkbox"/> Learning for Life	<input type="checkbox"/> Curriculum 1.1, 1.2 <input type="checkbox"/> Attainment 2.1 <input type="checkbox"/> Learning and Teaching 3.1, 3.2, 3.3, 3.4 <input type="checkbox"/> Support for Pupils 4.4, 4.5 <input type="checkbox"/> Ethos 5.2, 5.4 <input type="checkbox"/> Resources 6.2, 6.3 6.4, 6.6 <input type="checkbox"/> Leadership, Management 7.2, 7.3, 7.4 & Quality Assurance	HT

Target	Timescale	Success Criteria	Arrangements for Monitoring and Evaluation
Development and implementation of an enhanced range of strategies for learning and teaching to encourage active learning	Aug 06 - Jun 07	Learning activities are appropriate to the needs of all pupils Learning through play is introduced at P1 Results from teacher/ pupil questionnaires indicate an improvement in skills and confidence in the use of media to promote collaborative talking and listening Staff talk and work together to share standards in and across schools	Monitor forward plans and pupils' work Classroom visits by SMT SMT evaluate results from Pre/Post teacher/pupil questionnaires Teacher lesson logs show continuing focus on appropriate teaching and learning approaches. Feedback from staff during collegiate time Feedback from LTS on success of project

Resource Requirement	
Funding from LTS- TBA covering: 2 X ½ Cover for teacher to visit schools involved in LTS project Attendance at LTS Conference	HT, DHT & P1 teachers visit identified schools to observe good practice in learning through play= ½ day= £109 Media Matters training for 4 teachers £50x4=£200 Cover 4x£109=£436

Tasks	Timescale (date)	Progress Check		Person Responsible for Progress Check	Task Completed (date)	Carried Forward To (date)
		Planned for....	Completed on...			
1. Arrange a visit to observe good practice in school participating in Closing the Gap pilot: Learning through Play	Sept 06	Sept 06		HT		
2. HT, DHT and CT visit identified schools to observe good practice	Sept 06	Oct 06		DHT Lower		
3. P1 teachers attend 2 days literacy intervention in-service in September and 1 day catch-up in April	Sept 06 Apr 07	Sept 06 Apr 07		DHT Upper		
4. Literacy intervention catch up training for staff new to P3,4,5,6 & 7	Oct 06	Nov 06		DHT Upper		
5. Media Matters in-service for staff new to school	Sept 06	Sept 06		DHT Upper		
6. Pupils and teachers complete T & L pre and post topic questionnaire to enable impact to be measured	Oct & Dec 06	Oct & Dec 06		HT		
7. Teacher log sheets completed. Opportunity to share good practice at collegiate time.	Oct-Dec 06	Nov 06		HT		
8. Teachers visit stage partners; school delegate teacher visits other participating schools.	Oct-Dec 06	Nov 06		HT		

9. Timetable of classroom visits by SMT compiled. Sheet highlighting areas of good practice shared with staff at collegiate time.	Aug 06	Nov 06		HT		
10. HT and school delegate attend joint planning meeting with Karen Kerr and LTS delegates from Meadowburn and St Agatha's	Oct 06 Mar 07	Oct 06 Mar 07		Karen Kerr		
11. HTs and school delegates attend LTS conference to present project to peers for evaluation	Apr 07	Apr 07		Karen Kerr		
12. Good practice shared between head teachers Group present project to EDC HTs	May 07	May 07		HT		
13. Working party to review environmental studies grid to incorporate new media topics	Sept 06	Oct 06		DHT Upper		
14. Celebration meeting for three schools involved in LTS to discuss good practice	June 07	June 07		HT		
15. AifL 5-14 Assessment of Talk support materials are discussed at stage meetings	Stage meetings TBA	Feb 07	Mar 07	DHT Lower DHT Upper		

Priority	School Aim(s)	National Priority/ EDC Improvement Objective	HGIOS QIs	Overall Responsibility
Learning & Teaching (Curriculum for Excellence)	1 2 4 5	✓ Achievement and Attainment 1.3 <input type="checkbox"/> Framework for Learning <input type="checkbox"/> Inclusion and Equality <input type="checkbox"/> Values and Citizenship ✓ Learning for Life	✓ Curriculum 1.1 1.2 <input type="checkbox"/> Attainment ✓ Learning and Teaching 3.2 3.3 <input type="checkbox"/> Support for Pupils <input type="checkbox"/> Ethos <input type="checkbox"/> Resources ✓ Leadership, Management 7.2 7.3 & Quality Assurance	Head Teacher

Targets	Timescale	Success Criteria	Arrangements for Monitoring and Evaluation
<p>Pupils will be able to work collaboratively in a variety of settings eg. pairs, trios, small groups and effectively listen, talk, give opinions and offer justifications.</p> <p>Pupils will be able to create and present their own media constructs eg. animation, documentary to a variety of audiences.</p> <p>Children's creativity will be encouraged and developed through motivational and engaging learning activities.</p>	Aug 2006- June 2009	<p>Guidelines on teaching listening & talking will be in place.</p> <p>All staff will have participated in training in listening & talking though film and media.</p> <p>Talking & Listening will be integrated within a holistic and creative approach to learning & teaching throughout the school.</p>	<ul style="list-style-type: none"> Talking & Listening though media and other contexts will be identified clearly in forward plans at appropriate times. SDC will identify courses for colleagues & collate evaluations of training course attended in Listening & talking Teaching approaches monitored by SMT through classroom visits, collegiate discussions and feedback from pupils. Self evaluation of teaching skills in talking & listening will be carried out by staff Observation visits by stage partners to support colleagues in evaluating their teaching of talking & listening.

Resource Requirements
 Inservice time Each teacher = inservice courses through EDQS , stage planning (4) , visit to colleagues in school (1) visit to colleagues in pilot schools (1) Working party time to draft policy/ guidelines

Staff Development
 Inservice training in approaches to teaching talking & listening, using digital camera, video cameras, editing video, animation, inservice training on integrated/cross curricular planning & teaching.

Progress Check Record Year 1

Tasks	Timescale (date)	Progress Check		Person Responsible for Progress Check	Task Completed (date)	Carried Forward To (date)
		Planned for....	Completed on...			
1. Planning for Listening & Talking Term 1.	August 2006			SMT		
2. Working party established to adapt existing materials for composite stages.	August 2006			HT		
3. Training courses.	TBA			SDC		
4. Classroom visits by SMT to support talking & listening.	Nov 2006			SMT		
5. Observation visits to colleagues in school and in pilot schools organised for non-contact time.	Nov 2006			SDC		
6. Language policy updated to reflect changes in Talking & Listening programme.	Jan 2007			HT		

Priority	School Aim(s)	National Priority/Improvement Objective	HGIOS QIs	Overall Responsibility
<p><u>HMIe Action Plan</u></p> <p>(Support for Pupils)</p> <p>2</p>	1, 3, 5	<p>☐ Achievement and Attainment 1a</p> <p>☐ Framework for Learning 2a</p> <p>☐ Inclusion and Equality</p> <p>☐ Values and Citizenship</p> <p>☐ Learning for Life</p>	<p>☐ Curriculum 1.2</p> <p>☐ Attainment 2.1</p> <p>☐ Learning and Teaching 3.1/2/3/4/5/6</p> <p>☐ Support for Pupils 4.4</p> <p>☐ Ethos</p> <p>☐ Resources 6.2/3/5/6</p> <p>☐ Leadership, Management & Quality Assurance 7.1/2</p>	Michèle Vaughan

Target	Timescale	Success Criteria	Arrangements for Monitoring and Evaluation
To Improve Pupils' Attainment in English Language	June 2007	<ul style="list-style-type: none"> • Pupils listening and talking skills will improve through participation in a structured programme of study • Pupils will use intervention strategies when reading and writing • Attainment in English Language will show an improvement 	<ul style="list-style-type: none"> • Collegiate session discussions • Target setting meetings • Monitoring programme • National Assessment

Resource Requirements
<ul style="list-style-type: none"> • Reprographics • CDs/Media Resource • videos to complement CDs • storage

Staff Development
<ul style="list-style-type: none"> • Courses - Listening & Talking through Media x 5 members of staff members • In-service Day x whole staff (Aug'05/Feb'06) • Intervention Training x 3 staff members

Progress Check Record

Tasks	Timescale (date)	Progress Check		Person Responsible for Progress Check	Task Completed (date)	Carried Forward To (date)
		Planned for....	Completed on...			
1. Engage in Authority's Intervention Programme	October 2005	September 2005		Michèle Vaughan		
2. Embed intervention strategies across all stages	June 2006	May 2006		Michèle Vaughan		
3. Join with cluster schools to devise a common approach to summative assessment	October 2005	September 2005		Michèle Vaughan		
4. Source effective listening and talking courses	June 2006	February 2006		Michèle Vaughan		
5. Source effective listening and talking resources	June 2006	February 2006		Michèle Vaughan		
6. Produce a pupil profile to record attainment in listening and talking	June 2006	February 2006		Michèle Vaughan		
7. Work collaboratively with two other schools to produce a programme of study for listening and talking	December 2005	February 2006		Michèle Vaughan		
8. Seek funding (joint working) for development work in listening and talking	December 2005	February 2006		Michèle Vaughan		

9. Produce a programme of study for listening and talking	October 2006	August 2006		Michèle Vaughan		
10. Review language policy to reflect new initiatives	October 2006	August 2006		Michèle Vaughan		

LT SCOTLAND LITERACY PROJECT - MEDIA
 Holy Family, Meadowburn and St Agatha's Primaries

Appendix 2(a)

Teacher Questionnaire

Question 1.

To what extent do you use the following strategies:

5 = every lesson

4 = most lessons

3 = some lessons

2 = rarely

1 = never

		1	2	3	4	5
1	Clearly specify what pupils are expected to learn in your teaching plan or unit of work					
2	Clearly specify what pupils are expected to learn in your lesson.					
3	Use assessment information to identify pupils' needs					
4	Use assessment information to plan next steps					
5	Share the purpose of lesson orally					
6	Share the purpose of lessons in writing					
7	Communicate clearly to pupils how they can improve their next piece of work					
8	Take account of the different needs of boy type and girl type learners					
9	Take account of different learning styles					
10	Use a range of approaches to assessment, formal and informal					
11	Inform pupils about their progress and attainment					
12	Seek pupils' views about their progress and achievement					
13	Help pupils identify next steps					
14	Use professional models					
15	Use modelling					
16	Use writing frames					
17	Use conferencing					
18	Use peer assessment					
19	Use paired work					
20	Use timed tasks					
21	Use open ended tasks to promote thinking about a topic or issue					
22	Use triad or group work					
23	Use collaborative approaches - envoys					
24	Vary group size and composition					

	MEDIA	1	2	3	4	5
25	Use media texts to help retrieve information					
26	Use media texts to promote talking in group					
27	Use media texts to promote listening in groups					
28	Use media texts to assess talking in groups					
29	Use media texts to assess list					
30	Use media texts to assess pupil critical response to text					
31	Use media texts to promote understanding of genre					
32	Use media texts to teach analytical terms					
33	Use media texts to teach media specific terms					

Question 2.

Where a pupil lack of understanding is seen, how do you make efforts to ascertain where learning has gone wrong so that problems can be rectified?

Question 3.

How do you ensure that your pupils' are engaging in their learning?

Question 4.

How do you encourage pupils' to take responsibility for their own learning?

Question 5.

How do you match methods to the needs of groups of children?

TALKING AND LISTENING THROUGH MEDIA

Pupil Questionnaire Pre and Post Project P5-P7

Name of School:

Name of Teacher:

Name of Pupil:

Class:

ENGLISH LANGUAGE - MEDIA PROJECT		Strongly Agree	Agree	Disagree	Strongly Disagree
SECTION A Talking and Listening					
1	Talking with others helps me to understand a task				
2	Talking with others helps me to think about ideas to include in my answers				
3	Talking with others helps me to think more clearly about my work				
4	Listening with others helps me to understand a task				
5	Listening with others helps me to think about ideas to include in my answers				
6	Listening with others helps me to think more clearly about my work				
7	I find it easy to use information I've listened to, to answer questions				
8	My answers can be better after I have discussed things in my group				
SECTION B Working in a group					
9	I feel confident putting forward my own ideas in a group				
10	I feel confident making suggestions in a group				
11	I feel confident challenging others in a group				
12	I feel confident giving reasons for my ideas in a group				
13	I feel more confident asking questions in my group rather than in front of the whole				

	class				
14	I know the rules for working well in a group				
15	I am willing to change my mind if people in my group can give good reasons for their argument				
16	I can listen and then respond to others appropriately				
17	I like working with others				
18	I learn more if I work with others				
	SECTION C Watching				
1	I am confident talking about the story of a film				
2	I am confident talking about the setting of a film				
3	I am confident talking about the characters in a film				
4	I am confident talking about the techniques used by a film director				
5	I am confident talking about the way films are made for different audiences				
6	I am confident talking about the genre of a film				

Thank you very much for completing this questionnaire



Teacher Post Project Questionnaire

Appendix 2(c)

Your help in completing this questionnaire is greatly appreciated. The results from this will be used to inform the work of the school and in a review of the programme of study in Media.

What is especially important is the comments section. At this stage in the term it is relatively straightforward to remember stories about individual classes. These are the kind of comments that other teachers will be interested in when they read the final case study.

Question 1.

To what extent do you use the following strategies:

5 = every lesson

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3 = some lessons

2 = rarely

1 = never

		1	2	3	4	5
1	Clearly specify what pupils are expected to learn in your teaching plan or unit of work					
2	Clearly specify what pupils are expected to learn in your lesson.					
3	Use assessment information to identify pupils' needs					
4	Use assessment information to plan next steps					
5	Share the purpose of lesson orally					
6	Share the purpose of lessons in writing					
7	Communicate clearly to pupils how they can improve their next piece of work					
8	Take account of the different needs of boy type and girl type learners					
9	Take account of different learning styles					
10	Use a range of approaches to assessment, formal and informal					
11	Inform pupils about their progress and attainment					
12	Seek pupils' views about their progress and achievement					
13	Help pupils identify next steps					
14	Use professional models					
15	Use modelling					
16	Use writing frames					
17	Use conferencing					
18	Use peer assessment					
19	Use paired work					
20	Use timed tasks					

21	Use open ended tasks to promote thinking about a topic or issue					
22	Use triad or group work					
23	Use collaborative approaches - envoys					
24	Vary group size and composition					
	MEDIA					
25	Use media texts to help retrieve information					
26	Use media texts to promote talking in group					
27	Use media texts to promote listening in groups					
28	Use media texts to assess talking in groups					
29	Use media texts to assess list					
30	Use media texts to assess pupil critical response to text					
31	Use media texts to promote understanding of genre					
32	Use media texts to teach analytical terms					
33	Use media texts to teach media specific terms					

Question 1.

Which skills have you developed or strengthened through delivery of these materials? What impact could this have on your teaching in other curricular areas?

Question 2.

Which strategies have you incorporated in your teaching practice? How do you ensure that your pupils' are engaged in their learning?

Question 3

What impact has or could this have on your teaching in other curricular areas?

Question 4

What effect has this programme and teaching approaches had on your class? In your answer it would be useful if you would refer to the key research areas highlighted.

- a. engagement in learning

 - b. collaborative working

 - c. pupils taking responsibility for their own learning

 - d. other changes/tales from the classroom

Questions to Support Talking & Listening Through Media (P3-P7)

(Pupils would be allowed to look over the questions prior to being videoed to help them feel comfortable with what is being asked. The teacher would then ask the questions and video the pupils' responses)

1. Which film did you study?
2. Tell me about the **story** of the film you watched.
3. Tell me about the **setting** of the film.
4. Which **character** was your favourite? Why did you choose this one?
5. Which **techniques** did the film director use which helped you to enjoy the film?
6. In your opinion which age group do you think would enjoy this film most?
7. How would you describe this **type** of film?

Teacher info - for Q7 a selection of genre types, written on card, could be shown to the pupil to help them (especially if he/she is in P3/P4)

LT SCOTLAND LITERACY PROJECT - MEDIA
 Holy Family, Meadowburn and St Agatha's Primaries
TEACHERS' JOURNAL

Please refer to the teachers guide which appears at the beginning of your Media Matters folder. This will provide you with the lesson number and skill.

CLASS _____

TEXT _____

Date of Lesson	Lesson Number	Skill eg. creating & designing, talking about opinions, awareness of genre	What worked ?	What I would change/what I adapted or included

MEDIA PROJECT 2006 - 2007**Visit to another class - log sheet****Name of teacher:****Date:****Strategy: (please circle strategy employed)****Group Pair****Class name:****Context of lesson:****Description of activity:****Comments:****Joint Evaluation by Both Teachers**

1. Has the use of film/media promoted pupil engagement in their learning?
Comment:

2. Has the use of film/media promoted collaborative working?
Comment:

3. Have the collaborative strategies promoted and improved skills in talking and listening?
Comment:

TALKING AND LISTENING PLANNERS

Guidelines for Completion

1. Programme of Study

List resource being used eg. L& T through film - Level A : Katie Morag and the New Pier

2. Assessment/Attainment Target

Indicate targets to be focused on this term eg. Listening in Groups - takes turns when responding. Listening in order to respond to texts - can make a group response to it. Awareness of genre: recall simple difference between texts.

3. Assessment Activity

Indicate which activity/activities are being used as formal evidence of assessment. This can be done through observation, recording an individual, group or class task.

4. Shows strengths

Highlight any pupils with significant strengths eg. a pupil(s) who is demonstrating ability at the next level.

5. In need of support

Indicate any pupil(s) who is struggling at this level.

6. Evaluation and Next Steps

At the end of the planning period reflect on the learning & teaching covered to help you plan more effectively for next steps in Listening & Talking. Think of all pupils - strengths, needs, majority of class. Progress across the attainment targets you focused on should be indicated. Next steps could include further teaching on a specific attainment target/new set of targets.

Listening & Watching Level A (Text in this context can mean a media text eg a film, a book, a tape, a magazine)

STRANDS	Attainment targets	Programme of Study:	
Listening for information, instructions and directions	Listen to a short straightforward text which gives an item of: <ul style="list-style-type: none"> • Information • Instruction • Direction Show that they can understand the text Show that they can use the text	Planner:	
Listening in groups	Listen to others in group or paired activities in order to: <ul style="list-style-type: none"> • Show they can listen attentively • Can take their turn in responding • Make a simple response to what others say 	Assessment / Attainment Target	
Listening in order to respond to texts	Listen to a simple text and <ul style="list-style-type: none"> • Make a simple response to it • Make a group response to it 	Assessment Activity	
Awareness of genre (type of text)	Listen to a simple text to : <ul style="list-style-type: none"> • Recall some of its features • Recognise simple differences between texts 	Shows strengths	In need of support
Knowledge about Language	No targets at this level	Evaluation & Next steps	

Listening & Watching

Level B (Text in this context can mean a media text eg a film, a book, a tape, a magazine)

STRANDS	Attainment targets	Programme of Study :	
Listening for information, instructions and directions	Listen to a short straightforward text which gives more than one item of: <ul style="list-style-type: none"> • Information • Instruction • Direction Show that they can understand the text Show that they can use the text	Planner:	
Listening in groups	Listen to others in group or paired activities in order to: <ul style="list-style-type: none"> • Show they can listen attentively • Can take their turn in responding • Make a relevant comment 	Assessment / Attainment Target	
Listening in order to respond to texts	Listen to a simple text and <ul style="list-style-type: none"> • Make a personal response to it • Make a response to the experiences of the characters in the text 	Assessment Activity	
Awareness of genre (type of text)	In listening to texts : <ul style="list-style-type: none"> • Recognise features of different texts 	Shows strengths	In need of support

Listening & Watching

Level C (Text in this context can mean a media text eg a film, a book, a tape, a magazine)

STRANDS	Attainment targets	Programme of study:	
Listening for information, instructions and directions	Listen to straightforward texts which give items of: <ul style="list-style-type: none"> • Information • Instruction • Direction Show that they can understand Show that they can use what they have heard	Planner:	
Listening in groups	Listen to others in group or paired activities in order to: <ul style="list-style-type: none"> • Respond with relevant comments • Offer an opinion 	Assessment/ Attainment Target	
Listening in order to respond to texts	Listen to a range of texts and make a personal response <ul style="list-style-type: none"> • to the feelings of the characters in the text • to the attitudes of the characters in the text 	Assessment Activity	
Awareness of genre (type of text)	In listening to texts : <ul style="list-style-type: none"> • Identify features of form • Identify features of content 	Shows strengths	In need of support
Knowledge about Language	Show that they know , understand and can use the terms <ul style="list-style-type: none"> • Low or high voice • Accents • Audience 	Evaluation & next steps	

Listening & Watching

Level D (Text in this context can mean a media text eg a film, a book, a tape, a magazine)

STRANDS	Attainment targets	Programme of study:	
Listening for information, instructions and directions	Listen to texts which give items of: <ul style="list-style-type: none"> • Information • Instruction • Direction Show that they can understand Show that they can make a choice or decision based upon what they have heard	Planner:	
Listening in groups	Listen to others in group or paired activities in order to: <ul style="list-style-type: none"> • Questioning • Offering opinions • Offering alternative point of view 	Assessment/ attainment targets	
Listening in order to respond to texts	Listen to a wide range of texts and <ul style="list-style-type: none"> • Make a personal response to the more complex feelings of the characters in the text • Make a personal response to the more complex attitudes of the characters in the text 	Assessment from Activity	
Awareness of genre (type of text)	In listening to texts : <ul style="list-style-type: none"> • Identify similarities & differences in form and content of same types of texts eg. films , books, newspapers 	Shows strengths	In need of support
Knowledge about Language	Show that they know , understand and can use the terms <ul style="list-style-type: none"> • Vowel • Consonant • Dialect/Standard English • Playscene • Mass media • Point of view 	Evaluation & Next steps	

Listening & Watching

Level E (Text in this context can mean a media text eg a film, a book, a tape, a magazine)

STRANDS	Attainment targets	Programme of study:	
Listening for information, instructions and directions	Listen to texts containing information <ul style="list-style-type: none"> • use this to make decisions and choices and act upon these. 	Planner	
Listening in groups	Listen to others in group or paired activities and respond relevantly <ul style="list-style-type: none"> • showing awareness of others' opinions • showing awareness of others' suggestions • showing awareness of others' feelings 	Assessment/ Attainment Targets	
Listening in order to respond to texts	Listen to a wide range of texts and respond <ul style="list-style-type: none"> • showing an appreciation of differing points of view • shows some awareness of what the author thinks about the characters 	Assessment Activity	
Awareness of genre (type of text)	In listening to texts : <ul style="list-style-type: none"> • Identify similarities & differences in form and content of a variety of genre • Comment on how these reflect the purpose of the text 	Shows strengths	In need of support

Talking Level A (Text in this context can mean a media text eg a film, a book, a tape, a magazine)

STRANDS	Attainment targets	Programme of study :	
Conveying information, instructions and directions	Talk to give a short, straightforward piece of information	Planner	
Talking in groups	Contribute to the discussion	Assessment/ Attainment target	
Talking about experiences, feelings and opinions	Talk about own experiences	Assessment Activity	
Talking about texts	Talk to give a reaction to one aspect of a text	Shows strengths	In need of support
Audience awareness	Talk clearly and audibly	Evaluation & Next Steps	

Talking Level B (Text in this context can mean a media text eg a film, a book, a tape, a magazine)

STRANDS	Attainment targets	Programme of study:	
Conveying information, instructions and directions	Talk to give short, straightforward pieces of information, instructions or directions	Planner	
Talking in groups	Contribute to the discussion	Assessment/Attainment target	
Talking about experiences, feelings and opinions	Talk about own experiences Talk about others' experiences and feelings	Assessment Activity	
Talking about texts	Talk to give a personal response to <ul style="list-style-type: none"> • Events in the text • Experiences of the characters 	Shows strengths	In need of support
Audience awareness	Talk clearly and audibly <ul style="list-style-type: none"> • To peer group • To known adult 	Evaluation & Next Steps	
Knowledge about language	Show they know, understand and can use: <ul style="list-style-type: none"> • Soft • Slow • Loud • Quick • Clear voice 		

Talking Level C (Text in this context can mean a media text eg a film, a book, a tape, a magazine)

STRANDS	Attainment targets	Programme of study:	
Conveying information, instructions and directions	Talk to give several short, straightforward pieces of information, instructions or directions	Planner	
Talking in groups	Contribute to the discussion <ul style="list-style-type: none"> • by asking questions • by answering questions 	Assessment/ Attainment target	
Talking about experiences, feelings and opinions	Talk about own experiences Talk about others' experiences and feelings Take some account of the reactions of others	Assessment Activity	
Talking about texts	Talk about a range of texts giving a personal response <ul style="list-style-type: none"> • to the feelings of others • the attitude of others involved in the texts 	Shows strengths	In need of support
Audience awareness	Talk clearly and audibly <ul style="list-style-type: none"> • to different audiences 	Evaluation & Next Steps	
Knowledge about language	Show they know, understand and can use: <ul style="list-style-type: none"> • discussion • directions • instructions 		

Talking Level D (Text in this context can mean a media text eg a film, a book, a tape, a magazine)

STRANDS	Attainment targets	Programme of study:	
Conveying information, instructions and directions	Talk to give items of information, instructions or directions	Planner	
Talking in groups	Contribute to the discussion <ul style="list-style-type: none"> • by asking questions • by answering questions • making statements showing awareness of the ideas of others 	Assessment/ Attainment Target	
Talking about experiences, feelings and opinions	Give oral presentation or report about <ul style="list-style-type: none"> • experiences • feelings • opinions 	Assessment activity	
Talking about texts	Talk about a range of texts giving a personal response <ul style="list-style-type: none"> • to more complex feelings or attitudes of characters in the text • 	Shows strengths	In need of support
Audience awareness	Talk clearly and audibly <ul style="list-style-type: none"> • to different audiences • show sense of purpose and audience by pace of delivery 	Evaluation & Next Steps	
Knowledge about language	Show they know, understand and can use: <ul style="list-style-type: none"> • introduction • conclusion • eye-contact • slang 		

Talking Level E (Text in this context can mean a media text eg a film, a book, a tape, a magazine)

STRANDS	Attainment targets	Programme of study:	
Conveying information, instructions and directions	Talk to give items of information, instructions or directions which require the listener to make decisions or choices	Planner	
Talking in groups	Contribute to the discussion <ul style="list-style-type: none"> • by asking and answering questions • commenting upon the ideas of others • show some awareness of others' feelings 	Assessment / Attainment target	
Talking about experiences, feelings and opinions	Give a class talk which is an ordered account of <ul style="list-style-type: none"> • a personal experience • an interest • feelings or opinions • a group discussion 	Assessment Activity	
Talking about texts	Talk about a range of texts showing an understanding of <ul style="list-style-type: none"> • differing points of views • awareness of what the author thinks about them 	Shows strengths	In need of support
Audience awareness	Talk clearly and audibly <ul style="list-style-type: none"> • to different audiences • show sense of purpose and audience by pace and tone of delivery 	Evaluation & Next Steps	
Knowledge about language	Show they know, understand and can use: <ul style="list-style-type: none"> • argument • statement • conversation • debate 		

Assessment Profile - Talking and Listening

• Talking/Listening Assessment Level A Name Class.....

LEVEL	<i>Conveying / listening to information, instructions and directions</i>	<i>Talking/ listening in groups</i>	<i>Talking about experiences, feelings and opinions</i>	<i>Talking about texts/listening in order to respond to text</i>	<i>Audience awareness. Awareness of genre</i>	<i>Knowledge about language</i>
A	<p>Talks to convey a short simple item of information, an instruction or direction.</p> <p>Listens to straightforward text and show that they understand and can use what has been heard.</p>	<p>Talks, with guidance, to others in group, or in one-to-one activities, with support contributes to the purpose of the activity.</p> <p>Listens in order to establish relationships and responds by contributing, with support, to the purpose of the activity.</p>	<p>Talks readily about own experiences and feelings</p>	<p>Talks about a simple story, poem or dramatic text that has been heard or read, revealing some reaction to one aspect of it.</p> <p>Listens to a simple story, poem or dramatic text and responds in a way that shows some reaction to one aspect of it.</p>	<p>Talks clearly and audibly to peers and class teacher when involved in talking tasks.</p> <p>When listening shows recognition of one obvious difference between two simple texts such as a poem and a recipe.</p>	
<u>Comments</u>						

Assessment Profile - Talking and Listening

• Talking/Listening Assessment Level B Name Class.....

LEVEL	<i>Conveying / listening to information, instructions and directions</i>	<i>Talking/ listening in groups</i>	<i>Talking about experiences, feelings and opinions</i>	<i>Talking about texts/listening in order to respond to text</i>	<i>Audience awareness. Awareness of genre</i>	<i>Knowledge about language</i>
B	<p>Talks to convey short simple items of information, an instruction or direction</p> <p>Listen to short simple texts which contain more than one piece of information, instruction or direction. Show an understanding and appropriate use of what has been heard.</p>	<p>Talks, with guidance, to others in a group, or in one-to-one activities and contributes appropriately to the purpose of the activity when prompted by an adult.</p> <p>Listen to others in group or one-to-one activities and respond by making relevant comments</p>	<p>Talks readily about their own and others' experiences and feelings</p>	<p>Talks about simple stories, poems or dramatic texts that have been heard or read, and can offer a personal response to the events or the experiences of those involved.</p> <p>Listen to simple stories, poems or dramatic texts and in talking offer a personal response to the events or experiences of those involved in the text</p>	<p>Talks clearly and audibly to peers and known adults when involved in talking tasks.</p> <p>In listening to texts, show recognition of a few features of different types of simple texts: stories, poems, dramatic texts and information texts</p>	<p>Knows, understands and use at least the following terms:- Soft, slow, loud, quick, clear, voice.</p> <p>Show that they know, understand and can use at least the following terms: rhyme, rhythm sound.</p>
<u>Comments</u>						

Assessment Profile - Talking and Listening

• Talking/Listening

Assessment Level C

Name Class.....

LEVEL	<i>Conveying, listening to information, instructions and directions</i>	<i>Talking/ listening in groups</i>	<i>Talking about experiences, feelings and opinions</i>	<i>Talking about texts/listening in order to respond to text</i>	<i>Audience awareness /awareness of genre</i>	<i>Knowledge about language</i>
C	<p>Talks to convey several items of straightforward instructions or directions.</p> <p>Listens to straightforward information, instructions and directions and can effectively use what has been heard.</p>	<p>Talks to others in a group or one-to-one activity, and contributes appropriately to the purpose of the activity by asking or answering questions.</p> <p>Listens/responds by making relevant comments or offering opinions.</p>	<p>Talks readily about own / other's experiences, feelings, opinions takes some account of the reactions of others</p>	<p>Talks about a range of stories/poems/dramatic texts that have been heard/read, offering a personal response to the feelings or attitudes of those involved in the text.</p> <p>Listens to a range of stories, poems and dramatic texts and in talking, writing or by some other creative activity offer a personal response to the feelings/attitudes of those involved in the text.</p>	<p>Talks clearly and audibly to different audiences in relation to stories /poems/dramatic texts which have been heard or read.</p> <p>Identifies features of form and content in different types of text i.e. stories ,poems, dramatic texts, news items and information texts</p>	<p>Knows, understands and uses at least the following terms:- discussion, instructions, directions.</p> <p>Knows and can use at least the following terms: low/high voice, accents, audience.</p>
<u>Comments</u>						

Assessment Profile - Talking and Listening

• Talking/Listening Assessment Level D Name Class.....

LEVEL	<i>Conveying, listening to information, instructions and directions</i>	<i>Talking/ listening in groups</i>	<i>Talking about experiences, feelings and opinions</i>	<i>Talking about texts/listening in order to respond to text</i>	<i>Audience awareness /awareness of genre</i>	<i>Knowledge about language</i>
D	<p>Talks to convey items of information, instructions/directions.</p> <p>Listens to texts containing items of information, instructions or directions and can, through understanding, make a choice or decision based upon what has been heard.</p>	<p>Talks to others in group/one-to-one activities and can contribute appropriately to purpose of the activity by asking/answering relevant questions. Makes pertinent statements showing awareness of others' ideas. Listens to others and responds relevantly by questioning, supporting an opinion or offering an alternative point of view.</p>	<p>Prepares/presents oral talk to group/class. Can report to group/class about personal experiences, feelings or opinions</p>	<p>Talks about a wide range of stories/poems/dramatic texts that have been heard or read, offering a personal response to some of the more complex feelings /attitudes of those involved in the text.</p> <p>Listens, through a variety of media, to a range of stories, poems and dramatic texts and is able to respond showing some appreciation of the differing viewpoints of characters or shows some awareness of what the authors thinks about them.</p>	<p>Talks clearly and audibly to different audiences, showing some sense of purpose/audience in pace of delivery.</p> <p>Listens to text and is able to identify some similarities or differences of form and content from a variety of genre.</p>	<p>Shows that they know/understand/can use at least the following terms :- introduction, conclusion, gesture, eye-contact, slang.</p> <p>Shows that they know, understand and can use at least the following terms: vowel, consonant, Standard, dialect, play, scene, mass media, points of view.</p>
Comments						

Assessment Profile - Talking and Listening

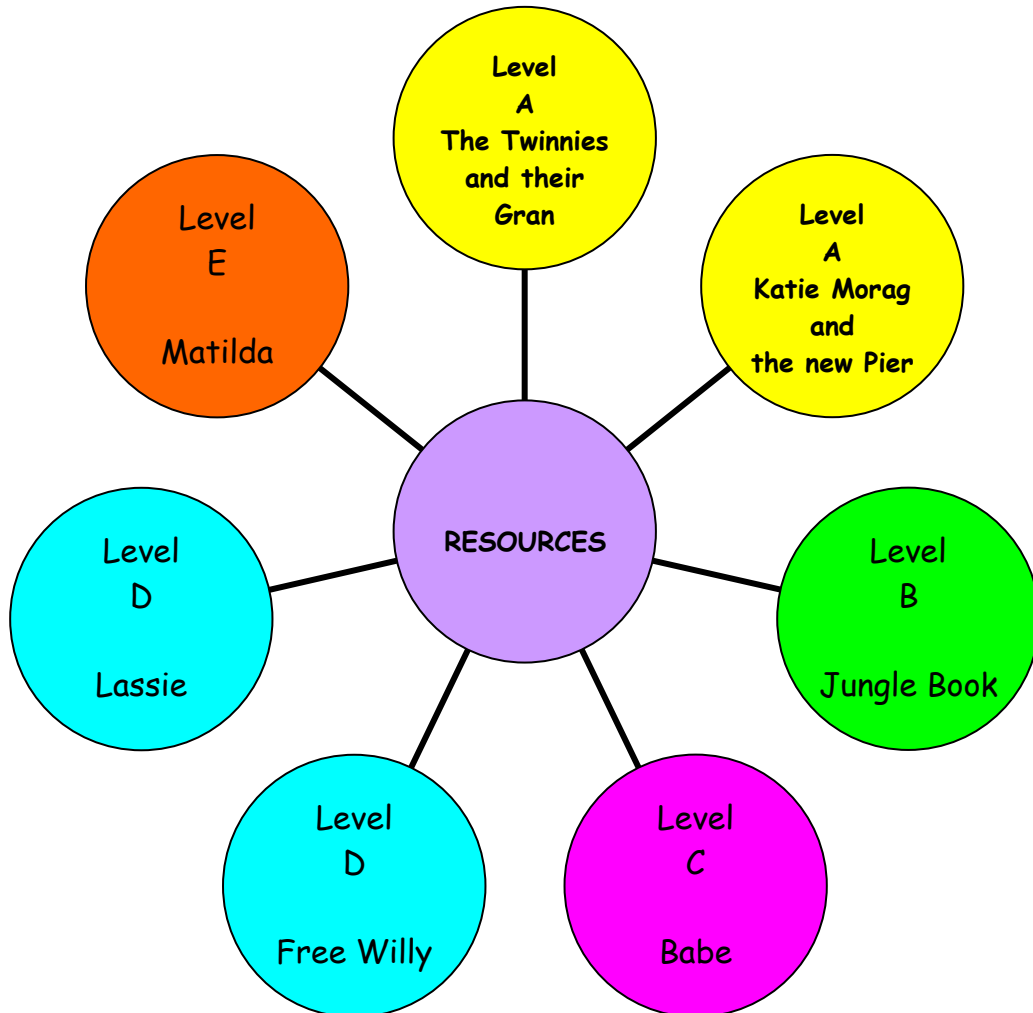
• Talking/Listening

Assessment Level E

NameClass.....

LEVEL	<i>Conveying/listening to information, instructions and directions</i>	<i>Talking / listening in groups</i>	<i>Talking about experiences, feelings and opinions</i>	<i>Talking about texts/listening in order to respond to text.</i>	<i>Audience awareness. Awareness of genre</i>	<i>Knowledge about language</i>
E	<p>Talks to convey information, instructions/directions which require the listener to make decisions and choices.</p> <p>Listens to texts containing information and can make decisions/choices and act upon them.</p>	<p>Talks readily to others in group/one-to-one activities, contributes appropriately to the purpose of the activity by asking/answering in a relevant manner by commenting on others' ideas and by showing some awareness of their feelings.</p> <p>Listens and responds relevantly by showing awareness of others' opinions, suggestions and/or feelings.</p>	<p>Talks to the class giving an ordered account of a known topic, a personal experience, an interest, feelings and opinions or an account of a group discussion</p>	<p>Talks readily about and listens, through a variety of media, to a wide range of stories, poems/dramatic texts, showing some appreciation of the differing viewpoints of characters, or some awareness of what the author thinks about them.</p>	<p>Talks clearly and audibly in relevant tasks, to different audiences, showing a sense of purpose and audience in pace and tone of delivery.</p> <p>Identifies some similarities and differences of form and content in examples of text from a variety of genres and comment on how these reflect the texts' purposes.</p>	<p>Shows that they know/understand/can use at least the following terms:- argument, statement, conversation, debate.</p> <p>Shows that they know, understand and can use at least the following terms: tone, target audience.</p>
Comments						

Resources



The Curriculum for Excellence (CfE)

Listening & Talking Through Media - Central Topic Overview - Level B

