

# ESF Listening and Speaking Scope and Sequence

Phase 1		Phase 2		Phase 3		Phase 4		Phase 5	
Beginning		Early		Exploratory		Consolidating		Conventional	
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond Year 6		

## Notes:

• = IB Language Scope and Sequence

- = First Steps Indicators

Reference has been made to the New Zealand Language Curriculum

Use of Texts	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Beyond Year 6
	<p><b>Ongoing Development</b></p> <ul style="list-style-type: none"> <li>-Understand more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i></li> <li>-Understand 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is...?')</i></li> <li>-Develop understanding of simple concepts (e.g. <i>big/little</i>)</li> <li>-Understand use of objects (e.g. <i>'What do we use to cut things?')</i></li> <li>-Show understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</li> <li>-Respond to simple instructions, e.g. to get or put away an object</li> <li>-Respond to instructions involving a two-part sequence</li> <li>-Maintain attention, concentrate and sit quietly during appropriate activity</li> </ul> <p><b>K1</b></p> <ul style="list-style-type: none"> <li>-Listen and respond to picture books, demonstrating their understanding through gestures, expression and/or words</li> <li>-Understand simple questions and respond with actions or words</li> <li>-Follow classroom directions and routines, using context</li> <li>-Show interest in playing with sounds, songs and rhymes</li> <li>-Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus</li> <li>-Listen to others one to one or in small groups, when conversation interests them</li> </ul> <p><b>K2</b></p> <ul style="list-style-type: none"> <li>-Tell their own stories using words, gestures, and objects/artefacts</li> <li>-Understand humour e.g. nonsense rhymes, jokes</li> <li>-Two-channelled attention – can listen and do, for short span</li> <li>-Beginning to understand 'why' and 'how' questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to texts read aloud and show understanding by responding in oral, written or visual form</li> <li>• Memorise and join in with poems, rhymes and songs</li> <li>• Follow classroom instructions, showing understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond in small or large groups for increasing periods of time</li> <li>• Retell in sequence, e.g. stories, recounts</li> <li>• Follow two step instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing detail</li> <li>• Express thoughts, ideas and opinions and discuss them, respecting contributions from others</li> <li>• Use language to explain, inquire and compare</li> <li>• Follow multi-step directions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and speak appropriately in small and large group interactions</li> <li>• Listen reflectively to stories read aloud in order to identify story structures and ideas</li> <li>• Listen for a specific purpose in a variety of situations</li> <li>• Obtain specific information from short informational and expressive spoken texts</li> </ul>	<ul style="list-style-type: none"> <li>• Listen effectively to obtain specific information from informational and expressive spoken texts</li> <li>• Present their own point of view and respect the views of others</li> <li>• Identify and expand on main ideas in familiar oral texts</li> <li>• Generate and modify ideas and opinions through discussions</li> </ul>	<ul style="list-style-type: none"> <li>- Listen effectively to obtain specific information from informational and expressive spoken texts</li> <li>• Use oral language appropriately and with increasing accuracy</li> <li>- Compose spoken texts using most text structures and features appropriately</li> <li>• Participate appropriately as listener and speaker, including participating in discussions, conversations, debates and group presentations</li> <li>• Generate, develop and modify ideas and opinions through discussion</li> <li>- Develop and present familiar ideas and information, and support opinion with some detail, in a variety of classroom situations</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to a range of sustained spoken texts on challenging ideas and issues, noting key ideas and information in a systematic way</li> <li>- Use a range of unplanned spoken texts effectively as ideas are being developed</li> <li>- Control text features and structures effectively in unplanned texts</li> <li>- Use English effectively in a range of contexts</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Contextual Understanding</b></p>	<p><b>K1 &amp; K2</b> Use gestures, action, body language and/or words to communicate needs and to express ideas -Use single words and two word phrases in context -Interact effectively with peers and adults in familiar social settings -Use language to address their needs, <u>express feelings and opinions</u> -Use oral language to communicate during classroom activities, <u>conversations and imaginative play</u> -Use mother tongue to express needs and explain ideas -Listen and respond to others in a range of contexts and varied subject matters.</p>	<ul style="list-style-type: none"> <li>• Describe personal experiences</li> <li>• Obtain simple information from accessible spoken texts</li> <li>• Predict likely outcomes when listening to texts read aloud</li> <li>• Talk about the writing, pictures and models they have created</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to gain information and respond to inquiries directed to the class or themselves</li> <li>• Anticipate and predict when listening to text read aloud</li> <li>- Begin to adjust speaking and listening for familiar situations in a school context</li> </ul>	<ul style="list-style-type: none"> <li>• Hear and appreciate differences between languages</li> <li>• Understand and use specific vocabulary to suit different purposes</li> <li>• Begin to understand that language use is influenced by its purpose and audience</li> <li>- Try different ways of adjusting speaking and listening, e.g. tone and pace</li> </ul>	<ul style="list-style-type: none"> <li>• Use language for a variety of personal purposes, e.g. invitations</li> <li>- Provide some background information and supporting ideas for the listener, e.g. facts and personal reasons</li> <li>• Begin to understand that language use is influenced by its purpose and the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs /groups to develop oral presentations</li> <li>• Argue persuasively and defend a point of view</li> <li>• Appreciate that language is not always used literally; understand and use the figurative language of their own culture</li> <li>- Experiment with a range of devices to enhance meaning of spoken texts, e.g. volume, simile, rhyme, common sayings</li> <li>• Listen and respond appropriately to instructions, questions and explanations</li> </ul>	<ul style="list-style-type: none"> <li>• Infer meanings, draw conclusions and make judgments about oral presentation</li> <li>• Argue persuasively and justify a point of view</li> <li>• Use speech responsibly to inform, entertain and influence others</li> <li>- Use a small range of devices to enhance meaning, e.g. rephrasing, adjusting volume, speed of speech, negotiating meaning</li> <li>- Is aware that certain forms of spoken text are associated with particular contexts and purposes</li> <li>- Understand that people's points of view and beliefs influence the construction of spoken texts</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that people speak and respond according to personal and cultural perspectives</li> <li>- Consider the appropriateness of text form and register in relation to audience when speaking and listening in familiar situations</li> <li>- Include information and text features to maintain audience interest, e.g. choice of vocabulary, appropriate level of detail</li> <li>- Use a range of devices when attempting to influence a listener, e.g. tone, expression, choice of style</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Conventions</b></p>	<p><b>Ongoing Development</b> Realise that people speak different languages -Ask questions -Respond to spoken language in ways appropriate to home language or culture -Attend to spoken texts that are personally significant -Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts -Build up vocabulary that reflects the breadth of their experiences</p> <p><b>K1</b> -Use a small range of vocabulary -Begin to use more complex sentences to link thoughts (e.g. <i>using and, because</i>) -Experiment with a range of tenses (e.g. <i>play, playing, will play, played</i>) -Hold a conversation, jumping from topic to topic</p> <p><b>K2</b> Maintain a conversation in context -Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<ul style="list-style-type: none"> <li>• Distinguish beginning, medial and ending sounds of words with increasing accuracy</li> <li>- Structure simple spoken texts appropriately</li> <li>- Interpret simple commands and questions</li> <li>- Rely on simple sentences to communicate ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use grammatical rules of language</li> <li>- Structure simple spoken texts appropriately</li> <li>- Use simple connectives to link ideas</li> <li>- Use simple statements, commands and questions</li> <li>- Use everyday terms related to their experiences and some subject specific words</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in a variety of dramatic activities, e.g. role play, puppet theatre, dramatisation of familiar stories and poems</li> <li>• Recognise patterns in language and use increasingly accurate grammar</li> <li>- Experiment with different speaking and listening behaviours, e.g. proximity, eye contact, volume</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise patterns in language and use increasingly accurate grammar</li> <li>- Experiment with more complex structures and features to express spoken ideas and information, e.g. provide some supporting details</li> <li>- Respond appropriately to spoken language in informal situations</li> <li>- Use some language structures and features appropriate to the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context</li> <li>• Realise that grammatical structures can be irregular and begin to use them appropriately and consistently</li> <li>• Recognise that different forms of grammar are used in different contexts</li> <li>- Select listening behaviours to suit purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Use an increasing vocabulary and more complex sentence structures with a high level of specificity</li> <li>• Understand and use figurative language such as simile, personification and metaphor</li> <li>• Use standard grammatical structures competently in appropriate situations</li> <li>• Use register, tone, voice level and intonation to enhance meaning</li> <li>- Select speaking behaviours to suit purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise and control most languages and features appropriate to the purpose in informal and some formal situations, e.g. can style-shift when conversing with unfamiliar people, listen to general or specific information according to purpose</li> <li>- Show awareness of the audience's needs when responding, e.g. offer alternate viewpoints sensitively</li> <li>- Select vocabulary to impact on target audience (with a high level of specificity)</li> </ul>

Processes and Strategies	<p><b>Ongoing Development</b>          -Use own grammar style as part of the process of developing grammatical awareness          -Join in with poems, rhymes, songs and repeated phrases in shared reading experiences          -Use talk when pretending that objects stand for something else in play, e.g. 'This box is my castle.'          -Use language to imagine and recreate roles and experiences in play situations          -Question why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>  <b>K1</b>          -Name classmates, teachers and familiar classroom and playground objects          -Use gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'          -Use simple sentences (e.g. 'Mummy gonna work.')</p>	<p>- Use a range of high frequency, topic-specific and personal content words to create meaning          - Use a limited range of processes and strategies when speaking, e.g. use repetition</p>	<p>- Talk about thinking with others, e.g. I think...          - Use a large and increasing bank of high frequency, topic-specific and personal content words to create meaning          - Use a small range of processes and strategies when speaking, e.g. using props</p>	<p>• Pick out main events and relevant points in oral texts          - Experiment with a small range of processes and strategies when listening, e.g. draws pictures</p>	<p>- Explore thinking strategies with others          - Experiment with a small range of processes and strategies when speaking, e.g. use rehearsed phrases</p>	<p>• Explain and discuss their own writing with peers and adults          • Begin to paraphrase and summarise          • Organise thoughts and feelings before speaking          • Verbalise their thinking and explain their reasoning          - Use a variety of processes and strategies when listening, e.g. ask questions to seek confirmation</p>	<p>• Show open-minded attitudes when listening to other points of view, e.g. reflect on communication to monitor and assess their own learning          - Reflect on speaking and listening activities and use this knowledge in an attempt to improve communication          - Use a variety of processes and strategies when speaking, e.g. justifying and explaining statements          • Paraphrase and summarise when communicating orally          • Use oral language to formulate and communicate possibilities and theories</p>	<p>- Draw on a range of strategies and deliberately adjust speaking and listening to meet the needs of the task          - Adjust information or adjust tone of voice in response to a listener's reaction          - Select appropriate strategies when listening, e.g. ask questions to elicit additional information          - Identify a range of strategies used to enhance a talk.</p>
Reporting To Parents	<p><b>K1</b>          -Follows simple classroom directions and routines.          -Listens to others one to one or in small groups, when conversation interests them.          -Listens to stories with increasing attention and recall.          -Begins to understand 'what' and 'why' questions.  <b>K2</b>          -Listens to what others say and responds appropriately.</p>	<p>Listen to texts read aloud and show understanding by responding in oral, written or visual form           Follow classroom directions and routines           Talk about own writing, pictures and models           Distinguish beginning, middle and ending sounds of words</p>	<p>Listen and respond in small or large groups for increasing periods of time           Retell stories and recounts in sequence           Ask questions to gain information           Respond to questions appropriately           Structure simple spoken texts accurately           Use an increasing bank</p>	<p>Listen to a variety of oral presentations and respond with confidence and detail           Use specific vocabulary to suit different purposes           Participate in a variety of dramatic activities, e.g. role play, puppet theatre and dramatization of familiar stories           Identify main events and relevant points in oral</p>	<p>Listen and respond appropriately in a variety of situations           Provide some background information and supporting details for the listener, e.g. facts and personal reasons           Structure more complex sentences accurately           Explore and explain thinking strategies with others</p>	<p>Generate and modify ideas and opinions through discussions           Argue persuasively and justify a point of view           Use a range of vocabulary in different situations, indicating awareness of purpose and audience           Verbalise thinking and explain reasoning</p>	<p>Generate and modify ideas and opinions through discussions and debates           Infer meaning, draw conclusions and make judgments about oral presentations           Use speech to inform, entertain and influence others           Use specific vocabulary and sentence structures to suit purpose and audience           Monitor and adjust or</p>	<p>Control text features and structures effectively in unplanned texts           Use a range of devices when attempting to influence a listener           Show awareness of the audience's needs when responding           Deliberately adjust speaking and listening to meet the needs of the task</p>

<p>-Listens to stories carefully, anticipates key events and responds with relevant comments.          -Answers 'how' and 'why' questions about their experiences and in response to stories or key events.          -Communicates their ideas to small groups with increasing detail and awareness of the listener.</p> <p><b>K1</b>          Communicates needs to adults and friends.</p> <p>Uses words and simple phrases to communicate.</p> <p><b>K2</b>          Listens and responds to others in conversation or discussion.</p> <p>Uses spoken language to express their feelings and opinions and explain their ideas.</p> <p><b>K1</b>          Uses complex sentences linking their thoughts with 'and' or 'because'.</p> <p>Experiments with a range of tenses e.g. play, playing, will play, played</p> <p>Uses please and thank you.</p> <p><b>K2</b>          Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Uses vocabulary appropriate to the</p>	<p>Structure a simple sentence correctly</p> <p>Use a range of high frequency and topic specific words</p>	<p>of high frequency and topic-specific words</p>	<p>texts</p>			<p>affirm own perspective when listening to others' points of view</p> <p>Paraphrase and summarise when communicating orally</p>	
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<p>situation and audience.</p> <p>K1 Names classmates, teachers and familiar classroom and playground objects.</p> <p>Joins in with poems, rhymes, songs and repeated phrases in shared reading experiences.</p> <p>K2 Develops their own narratives and explanations by connecting ideas or events.</p> <p>Uses talk to connect ideas, explain what is happening, and anticipate what might happen next, recall and relive past experiences.</p>							
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