## ESF Listening and Speaking Scope and Sequence

<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
<th>Phase 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Early</strong></td>
<td><strong>Exploratory</strong></td>
<td><strong>Consolidating</strong></td>
<td><strong>Conventional</strong></td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Year 1</td>
<td>Year 2</td>
<td>Year 3</td>
<td>Year 4</td>
</tr>
</tbody>
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### Use of Texts
- **Use of Texts**
  - 'how' questions
  - listen and do, for short span
  - rhymes, jokes
  - gestures, and objects/artefacts
  - K2 interests them
  - small groups, when conversation helps focus
  - fully obtained
  - shift to a different task if attention
  - sounds, songs and rhymes
  - routines, using context
  - respond with actions or expression and/or words
  - books, demonstrating their activity
  - and sit quietly during appropriate activity

### Ongoing Development
- **Ongoing Development**
  - Understand and show understanding by responding in oral, written or visual form
  - Memorise and join in with poems, rhymes and songs
  - Follow classroom instructions, showing understanding
  - Retell in sequence, e.g. stories, recounts
  - Follow two step instructions
  - Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing detail
  - Express thoughts, ideas and opinions and discuss them, respecting contributions from others
  - Use language to explain, inquire and compare
  - Follow multi-step directions
  - Listen attentively and speak appropriately in small and large group interactions
  - Listen reflectively to stories read aloud in order to identify story structures and ideas
  - Listen for a specific purpose in a variety of situations
  - Obtain specific information from short informational and expressive spoken texts
  - Listen effectively to obtain specific information from informational and expressive spoken texts
  - Present their own point of view and respect the views of others
  - Identify and expand on main ideas in familiar oral texts
  - Generate and modify ideas and opinions through discussions
  - Listen effectively to obtain specific information from informational and expressive spoken texts
  - Use oral language appropriately and with increasing accuracy
  - Compose spoken texts using most text structures and features appropriately
  - Participate appropriately as listener and speaker, including participating in discussions, conversations, debates and group presentations
  - Generate, develop and modify ideas and opinions through discussion
  - Present their own ideas and issues, noting key ideas and information in a systematic way
  - Listen to a range of sustained spoken texts on challenging ideas and issues, noting key ideas and information in a systematic way
  - Listen to a range of unplanned spoken texts effectively as ideas are being developed
  - Control text features and structures effectively in unplanned texts
  - Use English effectively in a range of contexts

### Notes:
- **Notes:**
  - = IB Language Scope and Sequence
  - - = First Steps Indicators
  - Reference has been made to the New Zealand Language Curriculum
### Contextual Understanding

**K1 & K2**
- 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, express feelings and opinions
- Use oral language to communicate during classroom activities, conversations and imaginative play
- Use mother tongue to express needs and explain ideas
- Listen and respond to others in a range of contexts and varied subject matters.

**Ongoing Development**
- Realise that people speak different languages
  - Ask questions
  - Respond to spoken language in ways appropriate to home language or culture
  - Attend to spoken language 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
- Use a small range of vocabulary
  - Begin to use more complex sentences to link thoughts (e.g. using and, because)
  - Experiment with a range of tenses (e.g. play, playing, will play, played)
  - Hold a conversation, jumping from topic to topic
- Maintain a conversation in context
  - Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words

### Conventions

**K1**
- Describe personal experiences
  - Obtain simple information from accessible spoken texts
  - Predict likely outcomes when listening to texts read aloud
  - Talk about the writing, pictures and models they have created
- Ask questions to gain information and respond to inquiries directed to the class or themselves
  - Anticipate and predict when listening to text read aloud
  - Begin to adjust speaking and listening for familiar situations in a school context
- Hear and appreciate differences between languages
  - Understand and use specific vocabulary to suit different purposes
  - Begin to understand that language use is influenced by its purpose and audience
  - Try different ways of adjusting speaking and listening, e.g. tone and pace
- Use language for a variety of personal purposes, e.g. invitations
  - Provide some background information and supporting ideas for the listener, e.g. facts and personal reasons
  - Begin to understand that language use is influenced by its purpose and the audience
- Use language as a powerful means of widening contacts, e.g. proximity, eye contact, volume
  - Be aware of the appropriateness of language use
  - Use language to negotiate, develop and present thought; they work in pairs /groups to develop oral presentations
  - Argue persuasively and defend a point of view
  - Appreciate that language is not always used literally; understand and use the figurative language of their own culture
  - Experiment with a range of devices to enhance meaning of spoken texts, e.g. volume, simile, rhyme, common sayings
- Listen and respond appropriately to instructions, questions and explanations
- Infer meanings, draw conclusions and make judgments about oral presentation
- Argue persuasively and justify a point of view
- Use speech responsibly to inform, entertain and influence others
  - Use a small range of devices to enhance meaning, e.g. rephrasing, adjusting volume, speed of speech, negotiating meaning
  - Is aware that certain forms of spoken text are associated with particular contexts and purposes
- Understand that people’s points of view and beliefs influence the construction of spoken texts
- Appreciate that people speak and respond according to personal and cultural perspectives
  - Consider the appropriateness of text form and register in relation to audience when speaking and listening in familiar situations
  - Include information and text features to maintain audience interest, e.g. choice of vocabulary, appropriate level of detail
  - Use a range of devices when attempting to influence a listener, e.g. tone, expression, choice of style

**K2**
- Describe personal experiences
  - Obtain simple information from accessible spoken texts
  - Predict likely outcomes when listening to texts read aloud
  - Talk about the writing, pictures and models they have created
- Ask questions to gain information and respond to inquiries directed to the class or themselves
  - Anticipate and predict when listening to text read aloud
  - Begin to adjust speaking and listening for familiar situations in a school context
- Hear and appreciate differences between languages
  - Understand and use specific vocabulary to suit different purposes
  - Begin to understand that language use is influenced by its purpose and audience
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- Distinguish beginning, medial and ending sounds of words with increasing accuracy
- Structure simple spoken texts appropriately
- Interpret simple commands and questions
- Rely on simple sentences to communicate ideas
- Use grammatical rules of language
  - Structure simple spoken texts appropriately
  - Use simple connectives to link ideas
  - Use simple statements, commands and questions
  - Use everyday terms related to their experiences and some subject specific words
- Participate in a variety of dramatic activities, e.g. role play, puppet theatre, dramatisation of familiar stories and poems
- Recognise patterns in language and use increasingly accurate grammar
  - Experiment with different speaking and listening behaviours, e.g. proximity, eye contact, volume
- Recognise patterns in language and use increasingly accurate grammar
  - Experiment with more complex structures and features to express spoken ideas and information, e.g. provide some supporting details
  - Respond appropriately to spoken language in informal situations
  - Use some language structures and features appropriate to the purpose
- Use a range of specific vocabulary in different situations, indicating an awareness that language is influenced by purpose, audience and context
- Realise that grammatical structures can be irregular and begin to use them appropriately and consistently
- Recognise that different forms of grammar are used in different contexts
  - Select listening behaviours to suit purpose and audience
- Use an increasing vocabulary and more complex sentence structures with a high level of specificity
  - Understand and use figurative language such as simile, personification and metaphor
- Use standard grammatical structures competently in appropriate situations
- Use register, tone, voice level and intonation to enhance meaning
- Select speaking behaviours to suit purpose and audience
- 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
- Show awareness of the audience’s needs when responding, e.g. offer alternate viewpoints sensitively
- Select vocabulary to impact on target audience (with a high level of specificity)
### Ongoing Development

- 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
- 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
- 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
- Explore thinking strategies with others
- Experiment with a small range of processes and strategies when speaking, e.g. use rehearsed phrases
- Identify main events and thinking strategies with others
- Generate and modify ideas and opinions through discussions and debates
- Generate and modify ideas and opinions through discussions and debates
- 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 listening, e.g. ask questions to seek confirmation
- 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
- 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
- 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.

### Processes and Strategies

- Explore thinking strategies with others
- Experiment with a small range of processes and strategies when speaking, e.g. use rehearsed phrases
- Identify main events and thinking strategies with others
- Generate and modify ideas and opinions through discussions and debates
- 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
- 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.

### K1
- Follows simple classroom directions and routines.
- Lists to stories with increasing attention and recall.
- Begins to understand ‘what’ and ‘why’ questions.

### K2
- Follows simple classroom directions and routines.
- Lists to stories with increasing attention and recall.
- Begins to understand ‘what’ and ‘why’ questions.

### Reporting To Parents

- Processes and Strategies
  - Listen to texts read aloud and show understanding by responding in oral, written or visual form
  - Listen and respond in small or large groups for increasing periods of time
  - Listen to a variety of oral presentations and respond with confidence and detail
  - 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
  - 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
  - Use specific vocabulary and sentence structures to suit purpose and audience
  - Monitor and adjust

- K1
  - Follows simple classroom directions and routines.
  - Listens to others one on one or in small groups, when conversation interests them.
  - Begins to understand ‘what’ and ‘why’ questions.

- K2
  - Listens to what others say and responds appropriately.
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<thead>
<tr>
<th>K1</th>
<th>Communicates needs to adults and friends.</th>
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<tbody>
<tr>
<td>K2</td>
<td>Listens and responds to others in conversation or discussion.</td>
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<tr>
<td></td>
<td>Uses spoken language to express their feelings and opinions and explain their ideas.</td>
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<tr>
<td>K1</td>
<td>Uses complex sentences linking their thoughts with ‘and’ or ‘because’.</td>
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<tr>
<td>K2</td>
<td>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future.</td>
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<thead>
<tr>
<th>K1</th>
<th>Structure a simple sentence correctly</th>
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<tbody>
<tr>
<td></td>
<td>Use a range of high frequency and topic-specific words</td>
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| K2 | Uses please and thank you. |

| Paraphrase and summarise when communicating orally |

<p>| Affirm own perspective when listening to others’ points of view |</p>
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<tbody>
<tr>
<td><strong>situation and audience.</strong></td>
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<tr>
<td><strong>K1</strong></td>
<td>Names classmates, teachers and familiar classroom and playground objects.</td>
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<td></td>
<td>Joins in with poems, rhymes, songs and repeated phrases in shared reading experiences.</td>
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<tr>
<td><strong>K2</strong></td>
<td>Develops their own narratives and explanations by connecting ideas or events.</td>
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<tr>
<td></td>
<td>Uses talk to connect ideas, explain what is happening, and anticipate what might happen next, recall and relive past experiences.</td>
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