NORRIS BANK P.S SPEAKING AND LISTENING SCOPE AND SEQUENCE
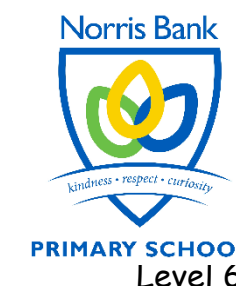
Foundation Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Speaking and Listening	**Speaking and Listening**	**Speaking and Listening**	**Speaking and Listening**	**Speaking and Listening**	**Speaking and Listening**	**Speaking and Listening**
Language	Language	Language	Language	Language	Language	Language
Language variation and change	**Language variation and change**	**Language variation and change**	**Language variation and change**	**Language variation and change**	**Language variation and change**	**Language variation and change**
Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (VCELA164)	Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (VCELA198)	Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (VCELA234)	Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (VCELA270)	Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (VCELA303)	Understand that the pronunciation, spelling and meanings of words have histories and change over time (VCELA333)	Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English (VCELA362)
Language for interaction	**Language for interaction**	**Language for interaction**	**Language for interaction**	**Language for interaction**	**Language for interaction**	**Language for interaction**
Explore how language is used differently at home and school depending on the relationships between people (VCELA165)	Understand that language is used in combination with other means of communication (VCELA199)	Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (VCELA235)	Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)	Understand that social interactions influence the way people engage with ideas and respond to others (VCELA304)	Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (VCELA334)	Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)
Understand that language can be used to explore ways of expressing needs, likes and dislikes (VCELA166)	Understand that there are different ways of asking for information, making offers and giving commands (VCELA200)	Identify language that can be used for appreciating texts and the qualities of people and things (VCELA236)	Examine how evaluative language can be varied to be more or less forceful (VCELA272)	Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)	Understand the uses of objective and subjective language and bias (VCELA364)
For the next sub-strand content description, please refer to the scope	Explore different ways of expressing emotions, including verbal, visual,	*For the next sub-strand content description, please refer to the scope*	*For the next sub-strand content description, please refer to the scope*	*For the next sub-strand content description, please refer to the scope*	*For the next sub-strand content description, please refer to the scope*	*For the next sub-strand content description, please refer to the scope*

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and sequence chart for Reading and Viewing, or Writing	body language and facial expressions (VCELA201)	*and sequence chart for Reading and Viewing, or Writing*	*and sequence chart for Reading and Viewing, or Writing*	*and sequence chart for Reading and Viewing, or Writing*	*and sequence chart for Reading and Viewing, or Writing*	*and sequence chart for Reading and Viewing, or Writing*
Expressing and developing ideas	**Expressing and developing ideas**	**Expressing and developing ideas**	**Expressing and developing ideas**	**Expressing and developing ideas**	**Expressing and developing ideas**	**Expressing and developing ideas**
Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (VCELA167)	Understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (VCELA202)	Understand the use of vocabulary about familiar and new topics and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (VCELA237)	Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (VCELA273)	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing)*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing)*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing)*
Phonics and word knowledge	**Phonics and word knowledge**	**Phonics and word knowledge**	**Phonics and word knowledge**	**Phonics and word knowledge**	**Phonics and word knowledge**	**Phonics and word knowledge**
Identify rhyming words, alliteration patterns, syllables and some sounds (phonemes) in spoken words (VCELA168)	Identify the separate phonemes in consonant blends or clusters at the beginnings and ends of syllables (VCELA203)	Manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution (VCELA238)	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*
Blend and segment onset and rime in single syllable spoken words and isolate, blend and segment phonemes in single syllable words (first consonant sound, last consonant sound, middle vowel sound) (VCELA169)	Manipulate phonemes by addition, deletion and substitution of initial, medial and final phonemes to generate new words (VCELA204)	Identify all Standard Australian English phonemes, including short and long vowels, separate sounds in clusters (VCELA239)	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*
Literature	Literature	Literature	Literature	Literature	Literature	Literature
Literature and context	**Literature and context**	**Literature and context**	**Literature and context**	**Literature and context**	**Literature and context**	**Literature and context**
For the next sub-strand content description, please refer to the scope and sequence chart for	Discuss how authors create characters using language and images (VCELT205)	Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (VCELT240)	Discuss texts in which characters, events and settings are portrayed in different ways, and	*For the next sub-strand content description, please refer to the scope and sequence chart for*	*For the next sub-strand content description, please refer to the scope and sequence chart for*	Make connections between own experiences and those of characters and events represented in texts drawn from

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Reading and Viewing, or Writing			speculate on the authors' reasons (VCELT274)	*Reading and Viewing, or Writing*	*Reading and Viewing, or Writing*	different historical, social and cultural contexts (VCELT365)
Responding to literature	**Responding to literature**	**Responding to literature**	**Responding to literature**	**Responding to literature**	**Responding to literature**	**Responding to literature**
Respond to texts, identifying favourite stories, authors and illustrators (VCELT170)	Express preferences for specific texts and authors and listen to the opinions of others (VCELT206)	Identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (VCELT241)	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	Discuss literary experiences with others, sharing responses and expressing a point of view (VCELT306)	Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (VCELT336)	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*
Share feelings and thoughts about the events and characters in texts (VCELT171)	Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with own experiences (VCELT207)	Compare opinions about characters, events and settings in and between texts (VCELT242)	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*

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Examining literature	**Examining literature**	**Examining literature**	**Examining literature**	**Examining literature**	**Examining literature**	**Examining literature**
Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (VCELT172)	Discuss features of plot, character and setting in different types of literature and compare some features of characters in different texts (VCELT208)	Identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (VCELT243)	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*
For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing	Listen to, recite and perform poems, chants, rhymes and songs, imitating and inventing sound patterns including alliteration and rhyme (VCELT209)	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*	*For the next sub-strand content description, please refer to the scope and sequence chart for Reading and Viewing, or Writing*
Creating literature	**Creating literature**	**Creating literature**	**Creating literature**	**Creating literature**	**Creating literature**	**Creating literature**
Modify familiar texts (VCELT173)	*For the next sub-strand content description,*	*For the next sub-strand content description,*	*For the next sub-strand content description,*	*For the next sub-strand content description,*	*For the next sub-strand content description,*	*For the next sub-strand content description,*

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Literacy	**Literacy**	**Literacy**	**Literacy**	**Literacy**	**Literacy**	**Literacy**
Interacting with others	**Interacting with others**	**Interacting with others**	**Interacting with others**	**Interacting with others**	**Interacting with others**	**Interacting with others**
Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (VCELY174)	Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)	Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (VCELY244)	Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)	Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)	Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills (VCELY337)	Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)
Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (VCELY175)	Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (VCELY211)	Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (VCELY245)	Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)	Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308)	Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)	Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (VCELY367)
Achievement Standards	**Achievement Standards**	**Achievement Standards**	**Achievement Standards**	**Achievement Standards**	**Achievement Standards**	**Achievement Standards**
Students listen to and use appropriate interaction skills to respond to others in a familiar environment.	Students listen to others when taking part in conversations using appropriate interaction	Students listen for particular purposes. They listen for and manipulate sound combinations and	Students listen to others' views and respond appropriately using interaction skills. They	Students can collaborate, listen for key points in discussions and use the information to carry out	Students listen and ask questions to clarify content. They use language features to show	Students listen to discussions, clarifying content and challenging others' ideas. They

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They can identify rhyme, letter patterns and sounds in words. Students understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events. In informal group and whole-class settings, students communicate clearly. They retell events and experiences with peers and known adults. They identify and use rhyme, letter patterns and sounds in words.	skills. They listen for and reproduce letter patterns and letter clusters. Students understand how characters in texts are developed and give reasons for personal preferences. They can describe characters, settings and events in different types of literature. They create texts that show understanding of the connection between writing, speech and images. They create short texts for a small range of purposes. They interact in pair, group and class discussions, taking turns when responding. They make short presentations on familiar topics.	rhythmic sound patterns. When discussing their ideas and experiences, students use everyday language features and topic-specific vocabulary. They explain their preferences for aspects of texts using other texts as comparisons. They create texts that show how images support the meaning of the text. Students create texts, drawing on their own experiences, their imagination and information they have learned. Students use a variety of strategies to engage in group and class discussions and make presentations.	understand how language features are used to link and sequence ideas. They understand how language can be used to express feelings and opinions on topics. They create a range of texts for familiar and unfamiliar audiences. They contribute actively to class and group discussions, asking questions, providing useful feedback and making presentations.	tasks. They use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas. Students create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.	how ideas can be extended. They develop and explain a point of view about a text selecting information, ideas and images from a range of resources. They create a variety of sequenced texts for different purposes and audiences. They make presentations for defined purposed using multimodal elements, and contribute actively to class and group discussions, taking into account other perspectives.	understand how language features and language patterns can be used for emphasis. They show how specific details can be used to support a point of view. They explain how their choices of language features and images are used. They create detailed texts, elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.