



# Listening & Speaking Years 3&4

# Transcript



Department  
for Education

Tile Hill Wood School  
& Language College



**WARWICK**  
CENTRE FOR PROFESSIONAL  
EDUCATION

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**Rebecca:** Female speaker

**Bertram:** Male speaker

### 1. Introduction

### 2. Session Objectives

#### 2.1: Session Objectives

**Rebecca:** So, by the end of this session, you will have developed a clear understanding of the age-related expectations for Year 3 and 4, in speaking, listening, and when we refer to Year 3 and 4, we're talking about the first and second year of language learning. By the end of this session, you'll also feel confident in assessing progress and speaking and listening by using the assessment grids which will be shown later in the session. But also, hopefully feel more confident in planning for progression, we will have some sample pathways that you can look at to give you an idea how you can build progression throughout Year 3 and 4, building on those small steps to enable the children to reach those age-related expectations at the end of the year.

**Bertram:** And the other two things we'll look at, is firstly, we'll have a look and discuss how – what could block progress in listening and speaking specifically and also at specific teaching ideas and strategies, how to overcome them and the final thing we'll look at is, we'll signpost you to a range of resources and we'll showcase, demonstrate one of them in a bit more detail.

### 3. Age Related Expectations

#### 3.1: Progression Matrix

**Rebecca:** So we're now going to focus on the age-related expectations for speaking and listening. In the white box, you can see the DfE statutory requirements for the end of Key Stage 2. Children should be able to listen and respond spoken language. In Year 3, this would very much be linked to language, linked to the families, greetings, introductions, moving on to topics and themes in Year 4, for example, food or sport. In Year 3, children will be able to listen to a range of very simple classroom instruction, such as, put your hands up, sit down, listen and repeat. By the time they're moving to the end of Year 4, you'd be expecting them to be able to understand instructions of increasing complexity, such as, talk to your partner, your turn now and gradually being able to listen to extended instructions and following those instructions.

#### 3.2: Progression Matrix (continued)

**Bertram:** Right, and moving on to speaking. So we're looking at conversations, asking/answering questions, opinions and in Year 3, sort of, in their first year, we'd expect them to be able to have the generic introductions about, my name is, what

is your name, how old are you, give their age and then just expanding their vocabulary towards the end of their second year of language learning, and having a wider range of phrases, so a good example is, that opinions, when they start off with just saying, I like, I don't like, but then they have a wider range they can have more shades of expressing their opinion from, I love, I like, I really love to, I dislike, I hate certain things and they also make progress in being able to ask for, can you repeat that please, can you speak more slowly, moving on from their first year of language learning where they just say, I don't understand or communicate that in different ways.

### **3.3: Progression Matrix (continued)**

**Bertram:** So in this slide, we're looking at the pronunciation and phonics and the great thing is, obviously, the children have a wealth of experience in learning English and using phonics when they learnt to read and write and so it's applying that knowledge and their skills on to their new language which should give them quite a lot of confidence and we've put – you can see, a benchmark there, 20 words at the end of their first year, they can pronounce accurately and if you think of the examples we gave in the previous two slides and the conversations, the question/answers that easily is already 20 words. You're not thinking of 20 – like a list of nouns, it's those conversations, like words in context meaning. And obviously then in the second year of language learning, we'd expect them to then be able to pronounce some new words using their phonic knowledge that they've acquired, but the rules of pronunciation in the second language and also have a better understanding of intonation and using that when they speak themselves.

**Rebecca:** Another of the age-related expectations in MFL is for the children to be able to present ideas and information orally. By the end of Year 3, children should be able to introduce themselves, say how old they are. It's very simple things in word and phrase and they should also be able to participate in a song within the group setting, so not by themselves, they're not expected to perform by themselves. Moving into Year 4, where they'd be able to talk a little bit more about themselves, for example, about their family, about pets and using the new vocabulary for likes and dislikes and they'd be able to give some simple instructions, and again, using the classroom instructions that you've been developing with them, so not a whole new range of different instructions.

## **4. Year 3 – Assessment**

### **4.1: Assessment Grid**

**Bertram:** This is the speaking and listening section taken from the Year 3 assessment grid and by the end, it links to the matrix that we've put together, that we've discussed in the previous slides and the list of statements, hopefully, a class teacher would be able to tick and say that each child in their class has achieved the majority of their statements and it's designed so that it ties in with whatever assessment system you use in your school.

## 4.2: Example

**Rebecca:** So here you can see an exemplar of a speaking activity that you could use at the end of Year 3 to assess where a child has reached in the age-related expectations. You can see the different levels of emerging, expected and exceeding, so a child who's just working towards the age-related expectations for Year 3 would be able to do the very very simple basic introductions to themselves, whereas a child who's exceeded the age-related expectations for Year 3 would be able to add in quite a lot of extra detail and they may have moved on to expressing likes and dislikes within that link to hobbies or school subjects or food or whatever you've been teaching.

## 5. Year 4 – Assessment

### 5.1: Assessment Grid

**Bertram:** So now we have the section on speaking and listening taken from the Year 4 assessment grid, again, linking back to the matrix and hopefully at end of Year 4 as a class teacher, you'd be able to tick most of those statements for every child that you teach that they've achieved it. If you want, there is an audio resource if you click on play and you can look at the grid in front of you and see whether you think the child, the recording is working towards those statements, meeting them or exceeding them.

### 5.2: Example

**Rebecca:** So the audio file you've just listened to would be for a child who's reached the age-related expectations for the end of Year 4 and you can see the transcript here and if you're using the assessment grid, you'll be able to see that the child has been able to ask a range of questions, they've also used greetings, they've been able to express an opinion using some of the phrases that we've talked about earlier on in the progression matrix.

### 5.3: Example

**Rebecca:** The audio clip that you just heard was for a child who has achieved age-related expectations for the end of year form and you'll notice in the transcript here, the child has been able to ask a range of questions. In addition to that, they've also been able to use some expressions – they've been able to express their opinion in a range of ways.

## 6. Suggested Pathway

### 6.1: Year 3 Term 1

**Bertram:** Right, here is a suggested pathway with the emphasis being on 'suggested'. By no means do you have to do these things in that order, but this is how we felt that might be useful for you as a guide, how to achieve their objectives for the first year

of language learning, looking at a termly basis, so by the end of – by Christmas in the first year, in Year 3, this is where we would see the children should be able to read their objectives for the end of the whole year. So we've got, like, basic introductions, greetings, instructions and then in the words they've learned, you know, demonstrate they can say them accurately and that's it.

#### **6.2: Year 3 Term 2**

**Bertram:** We have suggested further pathways, then by Easter, we'll have a look at some opinions, like, don't like, possibly there's curriculum links with other subjects, what they like and don't like, express their opinions, sound spelling link, pronunciation and moved from 10 up to 14 words and phrases.

#### **6.3: Year 3 Term 3**

**Bertram:** So this pathway could then lead up to – by the end of the first year, to them having those conversations we showed you earlier on the other slide, they perform a song in a group and they reach their level of 20 words and phrases that they can say. They have also got a good awareness of sounds in the different language.

#### **6.4: Year 4 Term 1**

**Rebecca:** To enable you to plan for progression, we've created some suggested pathways. So, for example, by the end of Term 1 in Year 4, children should be able to ask and answer simple questions, typically about family, brothers and sisters. They'll be starting to understand a wider range of classroom instructions and they'll be developing greater phonic awareness.

#### **6.5: Year 4 Term 2**

**Rebecca:** By the end of Term 2 in Year 4, children should be able to talk about favourite food and sport, depending on what topics you've been teaching and also start to use more phrases to express an opinion, expressing things, such as like, love, hate, don't like and they'll be able to ask for clarification.

#### **6.6: Year 4 Term 3**

**Rebecca:** So, by the end of Term 3 in Year 4, using the pathway, children should have progressed to be able to presenting more information about themselves. So, for example, about their age, their family, where they live. They'll also be able to respond to a wide range of classroom instructions. You may want to help them to develop this by allowing a child to give the instructions in the target language each day. They will also be able to use a certain understanding of intonation, so changing statements to question just by the way that they use intonation in their voice.

## 7. Barriers and Solutions

### 7.1: Potential Barriers for Listening

**Rebecca:** So here are some of the potential barriers you may encounter when teaching listening skills. Listening can sometimes be considered to be the least popular skill, certainly the challenge would be that it mustn't feel like a test that children have to listen and respond to questions and certainly in Year 3 and 4, it's unlikely that the children will feel like this if you're using, for example, clips from the BBC of children having conversations in the target language and also it's important to remember that not every word counts with children, as when they're listening to English, they need to use a context, they need to use logic and they need to understand that they don't have to be able to understand every single word, but so long as they can understand the meaning and get meaning from what they're listening to, that's a key skill.

### 7.2: Teaching Ideas

**Bertram:** So here are some suggested teaching ideas that we feel it would engage students in listening, certainly in our experience, so, before they listen to a passage, they could just predict which words or numbers they're going to hear or the order they're going to hear some numbers in on a lower level, certainly in the first year of language learning, then obviously linking and listening to performing certain actions and moves that, if you hear this word, not, if you hear another word, move around the classroom, then there's a wealth of games with mini-whiteboards where they, in response to a listening text, they perform a certain action and draw something, or draw what they hear and in the same way with images, key words, or certain words in front of them so they can highlight whether they have heard them or they connect them from left to right.

### 7.3: Potential Barriers for Speaking

**Rebecca:** One of the main difficulties when teaching speaking, particularly in the early years of language learning, is that the children obviously have a very limited vocabulary and so it's important that they're able to have repetition of that vocabulary in a varied way. Children also need to have the opportunity to speak on a regular basis and also it's important to be able to plan for the children to use the target language frequently, so, on a daily basis preferably.

### 7.4: Teaching Ideas

**Bertram:** We've put together a list of teaching activities that you might be familiar with or some of them hopefully are new to you, things that we do in our classrooms to foster a climate of speaking and to break down those barriers we've just discussed. So a really popular one is speed dating or question/answer chains where students, they'll stand or sit in two rows, in two teams and then it would go, the first student asks the question, the second one answers, asks the next student, the next student answers and so on. You can time both chains if you do it backwards and forwards.

It's that varied repetition of a small amount of language that we're trying to address with this activity. Speed dating means they're in two circles, an inner and outer facing and then repeat the same question/answer over and over again with different partners. They can find their partners, you know, with a little profile card and all sorts of characters that tie in with many other curriculum areas and obviously different scenarios, role-playing, you do the same conversation angry, you do it scared, you do it happy, so it's those kind of, again, as a different celebrity, so these are some teaching ideas.

## 8. Resources

### 8.1: Suggested Resources

**Rebecca:** So here you'll see a range of resources that we use frequently in our language teaching and that we can recommend. You'll see the first five of those resources are free to use, in particular, the BBC has some very good resources, particularly with children speaking the target language, native speakers of the target language. The final one, the Mary Glasgow magazines are really brilliant, they're up to date, they're live and they're very engaging for children. However, that is a subscription. You may want to consider doing that with a cluster of schools so that you can share the resources, but there are some free downloads that are available with that in the first place.

## 9. Have a Go!

### 9.1: Demonstration

**Bertram:** So here's our resource of this session. You improve speaking and listening and it's an online resource, it's free, it's Voki.com, you might have come across it in English and it's creating little speaking avatars online which you can then share and do some further work with.

### 9.2: END



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