



Literacy and English

Teaching Guide 2C

CfE Second Level

Siobhan Skeffington
Series Editor: Gemma Meharg



TeeJay

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Introduction

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TeeJay Literacy and English

High-quality texts have been chosen to sit at the heart of this series. The texts have been chosen based on how well they interest the pupils and as tools to teach the English curriculum for each year group. Reading, Grammar and punctuation, Spelling, Listening and talking, and Writing learning opportunities have been planned from these high-quality texts. All of the grammar and punctuation learning objectives are taught in the context of the text chosen for that challenge. Pupils will be taught the terminology within the context and are provided with opportunities to reason later. All of the writing activities include a task, purpose and audience information grid to ensure coverage of writing opportunities, to support teacher subject knowledge and to provide purposeful and meaningful writing tasks. Throughout the series, there are a range of narrative, non-fiction and poetry texts to engage readers and inspire writers. Progression is built in through choice of texts and variety of activities. Learning objectives are taught and reviewed, and then applied in a range of contexts further on in the series.

Why use this approach?

Teaching our daily English objectives through one high-quality text (per chapter) means that the pupils (and their teacher) can make meaningful links between all of the skills. This approach is best described as developing reading skills into writing skills. The units are planned so that pupils are submerged in the text first, where the reading activities embed comprehension and analytical reading skills. The pupils really get to know the text, the vocabulary and how the writing is organised. This knowledge is then built upon as the writing skills lessons focus on teaching the grammar in context. Giving the grammar meaning and purpose is crucial to embed learning. A wide range of writing opportunities linked to the text then allow the pupils to apply all of their skills by planning and writing with opportunities for proofreading and editing. Listening and talking lessons give pupils the chance to orally rehearse before they write. Here they can have fun and play with the English language so that they are confident and inspired to write.

Using this Teaching Guide

This guide has been designed to support your daily teaching of Literacy and English. Included in the guide you will find several elements that are fundamental to learners' understanding and progression. They are explained below.

Coverage grids

Coverage grids have been created, mapping CfE Learning Outcomes, Objectives and Benchmarks for each Teaching Guide. This can be used as a reference tool to map your teaching, or as a guide to ensure that all aspects of the course are covered.

Topic overview

In this section, an overview of the entire chapter is provided to help you see the 'big picture' of learning over a sequence of lessons. Within this overview, key learning objectives have been highlighted to signpost what key skills are the focus of the chapter. The big ideas – the key concepts to be taught and learned – have been identified to support teacher subject knowledge. Potential misconceptions have also been included, where appropriate, to support AifL planning. It is useful to keep these barriers in mind during the daily lessons to explore misconceptions and thereby deepen understanding.

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Introduction

Core vocabulary that learners and teachers should be using to support the understanding of key concepts has also been identified. The vocabulary builds progressively across the full series, ensuring that learners are able to talk about their learning in the correct contexts.

Within each lesson: what could it look like in the classroom?

The lesson plan is split by course area and focus, so each chapter has lesson plans for Reading, Grammar and punctuation, Spelling, Listening and talking, and Writing. These lessons follow the order of the corresponding Pupil Book.

The aim of these lesson plans is to engage pupils in their learning and develop key literacy skills, while promoting a love of reading and writing. To that end, suggestions for appropriate **play-based learning activities** have been included throughout the lesson plans.

Tasks that are appropriate for **differentiation** have been flagged throughout. Additional support for struggling pupils is signposted by this icon . Some extension tasks have been included and signposted by this icon . Advanced pupils can undertake these tasks to deepen their understanding.

Each lesson is structured in five sections:

- **Time to get started (anchor task to hook pupils in).** A situation given to the whole class that hooks the pupils' interest and gives them a purpose for learning. Pupils should be allowed time to explore and reflect before feeding back their findings, ideas and thoughts to the class, peer groups or teacher.
- **Time to learn (main modelling by class teacher).** This is the main modelling part of the lesson where pupils are taught the skill, guided by the shared understanding shown at the start of the lesson.
- **Time to practise (practice guided by the teacher with pupils working in pairs).** Pupils work in pairs to perform deliberate practice based on the lesson modelled by the teacher.
- **Time to reflect (reflection/revisit success criteria).** Pupils reflect on the learning so far and identify the main success criteria for the lesson, including non-cognitive attributes.
- **Time to work on our own (independent work).** Pupils work independently to practise the skill modelled with an increasing number of more difficult scenarios.
- **To end the lesson (overlearning).** In some cases, usually with more challenging content, opportunities for overlearning have been referenced. This allows for additional content to be delivered, ensuring a deeper understanding.

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Chapter 0: Consolidation

Topic overview: Skills and ideas from Book 2B (pages 8–13)

Curriculum map

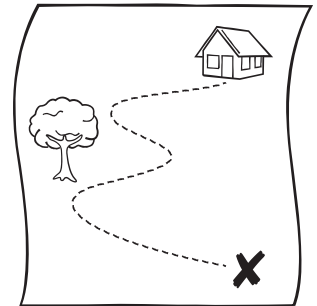
The skills and purposes in this chapter

Purposes to write

- inform/recommend (book review).

Grammar and punctuation

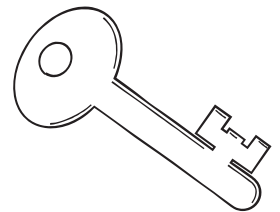
- fronted adverbials
- rules for direct speech.



Big ideas

The key concepts for this chapter

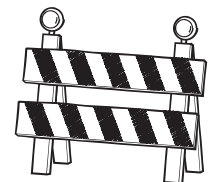
- Pupils identify and use adverbial phrases correctly.
- Pupils understand the rules for direct speech.



Potential misconceptions

The barriers to learning

- Some pupils may use fronted adverbials more often than is necessary. They should be reminded to use them only to enhance their writing and not for the sake of it alone.
- Some pupils may need reminding of the rules for internal punctuation within the inverted commas in direct speech.



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Grammar and punctuation: Fronted adverbials and direct speech



This lesson covers pages 9–10 of *TeeJay Literacy and English CfE Second Level Pupil Book 2C*.

Time to get started

Explain to pupils that in this lesson, they are going to review and practise the use of fronted adverbials and direct speech.

What is a fronted adverbial?

Tell pupils to discuss this question in pairs, and see if they can remember the definition and/or give some examples. Collect ideas from the pupils.



Time to learn

Focus pupils' attention on the Remember, remember box in Activity 1 What are fronted adverbials? Then, show and recap the first example:

If I have time, I will clean the kitchen.

This will support pupils in remembering fronted adverbials.



Time to practise

Ask pupils to complete Activity 1 independently and then swap their answers to be marked by a partner.

Then, direct pupils to complete the first Let's try this! challenge in pairs. Choose some pupils to share answers with the class.



Time to reflect

Inform the class that you are now going to work on direct speech.

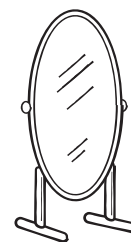
What is direct speech?

Ask pupils to discuss this question in pairs, and see if they can remember the definition and/or give some examples. Collect ideas from the pupils and write some examples on the board. Work with the pupils to punctuate these examples correctly.

What are the rules for punctuating direct speech?

- Direct speech is opened and closed with speech marks.
- Each line of speech starts with a capital.

Ask pupils to complete Activity 2 What is direct speech? independently and then share some answers with the class. Make a class list of the rules.



Time to work on our own

Ask pupils to complete the second Let's try this! challenge. They could start this alone or work in pairs for the whole activity.

Encourage pupils to add examples from this activity to support the list of rules they created in Activity 2.



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1 Narrative

Topic overview: Fictional diary (pages 14–35)

Curriculum map

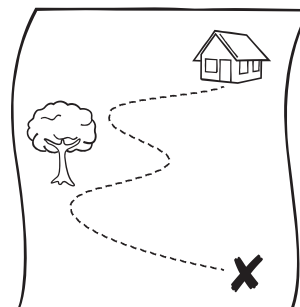
The skills and purposes in this chapter

Purposes to write

- discuss (discussion text)
- recount (diary)
- entertain (short story).

Grammar and punctuation

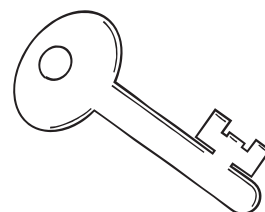
- writing in first person, second person and third person
- combining two or more sentences
- using different types of sentences for impact.



Big ideas

The key concepts for this chapter

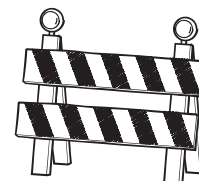
- Pupils begin to look at different sides of an argument.
- Pupils look at the impact of different types of sentences.



Potential misconceptions

The barriers to learning

- When writing, pupils may need reminding that in the first person, the style can be informal whereas in the third person it is often more formal and can be more objective.
- When learning spellings, pupils may need reminding that they can use many different strategies.



Core vocabulary

fairies	mermaids	friends	because	mushroom-shaped	
robot	home schooling				

Revisit, review, revise

Activities to consolidate learning

These pages can be used as an assessment tool to support teacher assessment judgements. The activities have been organised so that each main skill has an exercise to consolidate it.



Building blocks: Some pupils might benefit from having activities or tasks prepared in advance, such as starter sentences.

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Reading



This lesson covers pages 36–43 of *TeeJay Literacy and English CfE Second Level Pupil Book 2C*.

Time to get started

To start, ask the pupils to read the text in pairs.

Then, model reading it with exaggerated expression which demonstrates how it is aimed at instructing pupils in what to do if they are feeling bullied or anxious about challenging friends.

Share Activity 1 What's the style?

Recap on writing in first, second and third person, and ask pupils to complete the two questions in this activity.

Ask the pupils in groups to share their lists and make one group list.

Share as a class and make a class list.

Draw out the fact that the writing is in the second person and informal. It uses humour, incomplete sentences and chatty verbs; sentences may start with conjunctions.

Explain to pupils that second person in this form is very direct, almost as if someone is talking to them personally.



Time to Learn

Share the Questions activity.

Explain to pupils that sometimes questions have locators to show you where to find the information and sometimes it is necessary to read the whole text and then go back over it to find the information.

Complete the first two (Building blocks) questions as a class, pointing out that both questions show where the information is:

- 1 '(The question beginning:) *'Prepare to say goodbye...'*
- 2 Look at the paragraph starting: *'The safest way ...'*

Address any misconceptions.

Ask pupils to complete Question 3.

What kind of question is this?

Elicit that this is a retrieval question that looks at similarities and differences.



Time to practise

Ask pupils to answer Questions 4–6 in pairs.

What kind of questions are these?

Explain that they are inference questions that don't have signposts or locators. To answer them, pupils need to read through the text and work out the answers.



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Explain to pupils that for Question 5, they need to write what a friend **is**, not what they are **not**. So, they shouldn't write that friends **don't** tell your secrets; instead, they should think about what they **do**: for example, friends keep your secrets. (So, a positive rather than a negative definition.)

Draw pupils' attention to the message in the Remember, remember box: *If a word is in **bold**, it means it is important.*

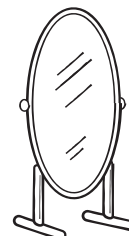
Time to reflect

What are the features of a non-fiction text?

Ask pupils to work in groups to discuss the features you would find in a non-fiction text.

These might include:

- a contents page
- headings
- captions
- sub-headings
- photographs
- labels
- an index page
- a glossary.



How is this non-fiction text organised?

Re-read the text and share suggestions.

Explain that the extract has headings and within it are *procedural instructions* which tell you how to keep a written and picture diary.

Note that procedural instructions aren't chronological instructions, but they explain things you can do or actions you can take.

Share Activity 2 Organising and ask pupils to complete it in pairs.

Remind pupils that a topic sentence:

- is usually the first sentence in the paragraph
- tells you what the paragraph is about.

Time to work on our own

What are the similarities and differences between this chapter and Chapter 1?


Share Activity 3 Finding connections.

Ask pupils to draw a large Venn diagram on a piece of A3 paper, using the example in Book 2C as a guide. Give pupils a number of sticky notes and ask them to write something about each text on a sticky note.

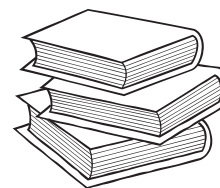
Pupils then need to decide where each sticky note should go in the Venn diagram: is it a similarity or a difference?

When they have decided, pupils should discuss the contents of their Venn diagram with a partner. Have they agreed on the similarities and differences?

Tell pupils they can now complete their own smaller Venn diagram in their jotter.

 **Building blocks:** Some pupils will need support to find the links between paragraphs.

★ **Stretch:** Some pupils could look at other texts as well as those featured in Chapters 1 and 2.



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Grammar and punctuation: Standard and non-standard English, contractions, formal and informal styles, and proofreading



This lesson covers pages 96–100 of *TeeJay Literacy and English CfE Second Level Pupil Book 2C*.

Time to get started

Focus pupils' attention on the Overview box at the start of this section. Explain to the pupils that they will be looking at standard and non-standard English and the differences between formal and informal styles of writing.

Share Activity 1 Standard and non-standard English.

Model the following examples on the board:

We were best friends.

We was best friends.

Ask the pupils to explain which is standard and which is non-standard English, and how they know.



Time to learn

Remind pupils that there are several rules to remember when considering the features of standard and non-standard English.

Ask the pupils to share their ideas and generate a list on the board. Give examples where needed and address any misconceptions. The features of standard English may include:

- The subject and verb need to agree.
- Precise words are usually used rather than slang.
- A double negative is usually avoided.
- No contractions or abbreviations are used.
- A formal style is adopted rather than a conversational style.
- 'I' and 'me' must be used correctly.
- Relative pronouns must be used correctly: 'who', 'which', 'where' and 'that'.

Ask pupils to complete Activity 1. Then, share the answers as a class.



Time to practise

Share Activity 2 Contractions, and pose the following question:

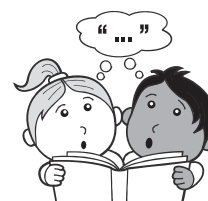
What is a contraction?

Ask pupils to share examples.



Building blocks: Some pupils may need a reminder or a worked example to show that contractions are made from two words.

Ask pupils to complete the activity in pairs.



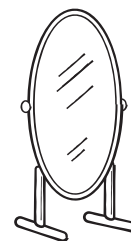
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Time to reflect

Ask pupils when formal or informal styles of writing may be used.

Give the following examples:

- Informal writing is appropriate when you are writing to a friend or sibling; it will be personal and chatty.
- Formal writing is appropriate when you are writing to someone who you don't know as well and want to give a more detached impression. For example, you might be writing to a future employer or making a complaint. It is more impersonal and is written in the third person.



Introduce Activity 3 Formal and informal styles.

Tell pupils that they can research ideas to include in the postcards using information books or the internet. For example, they might want to investigate some of the following questions:

- What would soldiers have eaten?
- What were the trenches like to live in?
- Where did the soldiers sleep?

Instruct pupils to write their postcards. Emphasise that each postcard should contain at least a couple of sentences which demonstrate clearly the use of a formal or informal style.

Share some of the postcards with the class.

Time to work on our own

Share Activity 4 Proofreading.

Remind pupils that proofreading is an important skill. Point out that all the punctuation has been removed from this text. They need to add appropriate punctuation.

Ask pupils to complete this activity independently and then check it through with a partner.

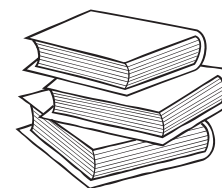
(Although there is an example answer, accept any corrected paragraphs that are credible and make sense.)



Building blocks: Some pupils may need reminding how to use colons and commas for different purposes.



Stretch: Some pupils will be increasingly able to proofread their own work.



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Spelling: Challenging spellings, words in context and spelling strategies



This lesson covers pages 119–121 of *TeeJay Literacy and English CfE Second Level Pupil Book 2C*.

Time to get started

Share Activity 1 Challenging spellings.

Re-read the poem with the pupils. Ask each pupil to choose their own ten words. Give pupils a separate copy of the poem so they can either underline them or highlight them with a coloured pen.



Building blocks: Pupils should choose words with more than four letters.



Stretch: Some pupils may be able to or may wish to choose words that are more challenging.

Time to learn

Ask pupils to write the definition of each of their ten words and then swap their answers with a partner.

Do you have the same definitions?

Ask them to write any other meaning(s) of the words.

Time to practise

With the whole class, focus on the Overview box and recap different spelling strategies. Remind pupils that everyone learns in very different ways, so they should practise the strategies to find the ones that work best for them.



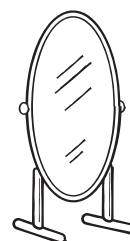
When they feel they know the spellings, ask pupils to undertake mini tests with a partner.

Time to reflect

Introduce Activity 2 In context. Explain that these word lists consist of words that pupils often find very challenging to spell. (Note that only words a–h in the list of words are marked as 'Building blocks' words.)

Remind pupils that an effective way to learn words and to become familiar with them is to put them in context.

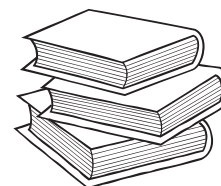
First, ask the pupils to ensure they know what all the words mean.



Time to work on our own

Once pupils feel confident about the words' meanings, instruct them to complete Activity 2 independently. Use the Remember, remember box to remind pupils to check their punctuation.

They need to check that their sentences make sense. This could be done with a partner, or by sharing and reviewing example sentences in plenary.



Building blocks: Some pupils will need to use a dictionary to check for meaning.



Stretch: Some pupils could also begin to look at word families and extend their spelling. They could start with a word such as 'familiar' and go on to do the same for words a–p.

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Listening and talking: A conscience alley, fair and unfair rules, synonyms and antonyms



This lesson covers pages 166–169 of *TeeJay Literacy and English CfE Second Level Pupil Book 2C*.

Time to get started

Introduce Activity 1 A conscience alley. Explain to the pupils that they are going to take part in a conscience alley to aid discussion:

A conscience alley is a type of thought tracking. Pupils form two straight lines facing each other. One pupil (in this case, the 'policy maker') moves between these lines. Each pupil in the lines expresses a thought or feeling on the issue.

It is a very good way to look at different points of view.

First, ask the pupils to discuss this question in pairs:

What do you already know about inequalities in society?



Time to learn

Share the Let's try this! activity.

Choose a pupil to be the policy maker and to walk between the lines of pupils.

Divide the class into two groups. Tell the pupils which 'side' their group will argue for, either:

- 'The greatest good for the greatest number' or
- 'Trickle down'.

Focus pupils on the table and make sure they understand what sort of arguments they need to think about.

Ask the pupils to think about what they are going to say first, then set up and run the conscience alley.

At the end of the activity, ask the policy maker:

What have you concluded?

Which side made the best argument(s)?

It may be a good idea to swap pupils around, so they have a chance to be on a different side, and to choose a different policy maker.



Time to practise

Share Activity 2 Fair and unfair rules.

Explain to the pupils that they are now going to consider what might be fair or unfair at school.

Allow them plenty of time for discussion here; as this relates directly to their experience, they will probably have a lot of opinions.

Pupils should complete Questions 1 and 2 in pairs.



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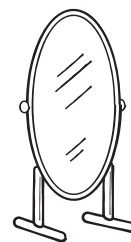
Time to reflect

Invite pairs to share their ideas with the whole class.

Use the board or a large piece of sugar paper (divided in two to represent 'fair' and 'unfair') to record the different rules.

In pairs, invite pupils to discuss the balance of rules. Ask them to choose one rule to change.

Discuss this as a class, before asking pupils to go back into pairs and share their personal conclusions on the topic.



Time to work on our own

Introduce Activity 3 Synonyms and antonyms.


Re-read the text, then look at the list of words a–j with the class.

Model 'oppose' as an example, using the spider diagram. Then, share the remaining words between the class. There should be two or three pupils investigating each word.


Explain that you would like pupils to investigate their word by making a spider diagram with the word in the middle and then find out how many synonyms and antonyms they can find for that word.

Ask the pupils to choose two different colours: they should use one colour for synonyms and another for antonyms.

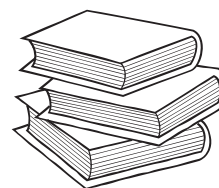
Ask them to work independently, then choose pupils to share their diagrams with the class. Before sharing with the whole class, you may want to group together pupils who have been investigating the same word, so they can compare their spider diagrams.

 **Building blocks:** Some pupils should focus on adding antonyms and synonyms to the example word 'oppose'; they should see if they can find four more of each.

Display the spider diagrams on a 'vocabulary wall', so all the pupils can refer back to these words for reference.

 **Building blocks:** Some pupils will first need to check the meaning of their word in the dictionary if they are unsure of it. Some pupils may benefit from access to a word bank/thesaurus to help them select synonyms and antonyms.

★ **Stretch:** Some pupils may have time to select and investigate additional words from the text.



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Writing: Planning and writing instructions, planning and writing a review in a magazine, planning and writing in role



This lesson covers pages 187–192 of *TeeJay Literacy and English CfE Second Level Pupil Book 2C*.

Time to get started

Explain to the pupils that the writing activities for this chapter will focus on the consolidation of skills they have been learning through the second level.

In particular, ask them to focus on drawing together the following:

- cohesive devices
- extending vocabulary
- using a variety of punctuation for impact.



Time to learn

Note:

- You might feel that this activity is easier to manage or better undertaken in small groups over a longer period of time.
- Ensure you have a supply of knitting needles and wool before starting. Pupils might be asked to bring in some from home.


Introduce Activity 1 Planning and writing instructions.

Encourage the pupils to find and watch online videos which give instructions, including specific ones about knitting and how to make a scarf. There are lots of videos covering 'How to knit a scarf' for young people and beginners on sites such as YouTube.



Time to practise

The next step is for pupils to write their own instructions, without a template.

 **Building blocks:** Some pupils may need some modelled examples to help them get started. For example:

- 1 *Cast on stitches. Cast on 12 stitches ...*
- 2 *Start knitting. Knit every stitch and every row with the same garter stitch until you have about a metre of wool left, or the scarf has reached your desired length ...*
- 3 *Bind off/cast off stitches. Next, you need to bind off ...*
- 4 *Enjoy your finished scarf.*



Encourage pupils to write their instructions, including knitting terminology where appropriate.

Introduce the Let's try this! activity.

You may want to arrange pupils into small groups when they are following the instructions and beginning to make their scarves.

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Show the scarves at the end, and discuss for fun:

Do they all look like scarves?

Do they keep you warm?

Time to reflect

Give pupils a minute or two to discuss this question in pairs:

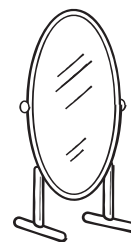
What did you think of the poem The Knitter?

Then, share Activity 2 Planning and writing a review in a magazine.

Explain to the pupils that they are going to write a review of the poem *The Knitter*. Their review should sit within the magazine genre.

Ask them to work in pairs to look at different magazine articles which contain reviews, to get a sense of the style and structure of these texts. They should also recap all the thoughts that have been discussed about the poem in other activities during this chapter.

Give pupils time to work on their magazine reviews in class.



Time to work on our own

Introduce Activity 3 Planning and writing in role. Remind pupils that the original poem is written from the knitter's perspective, but that they are now going to consider another viewpoint: the character of the fisherman, out at sea.

Give pupils time to discuss this question, and make notes:

What do you think the life described in the poem was like from the fisherman's perspective?

Then, ask pupils to complete this activity independently. Focus their attention on the Remember, remember box to help them organise their writing, and encourage them to redraft as appropriate using their proofreading and editing checklist.

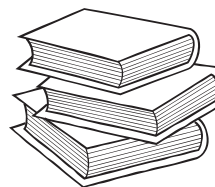
Once pupils are happy with their final versions, encourage them to share these in small groups, as a whole class or perhaps with another class through performance, as a display or using digital technology.



Building blocks: Some pupils will benefit from re-reading the poem first to get some ideas.



Stretch: Some pupils should aim to use a wide range of vocabulary and figurative writing in their pieces.



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Glossary

Term	Guidance
active voice	An active verb has its usual pattern of subject and object (in contrast with the passive).
adjective	<p>The surest way to identify adjectives is by the ways they can be used:</p> <ul style="list-style-type: none"> ● before a noun, to make the noun's meaning more specific (i.e. to modify the noun), or ● after the verb <i>be</i>, as its complement. <p>Adjectives cannot be modified by other adjectives. This distinguishes them from nouns, which can be.</p> <p>Adjectives are sometimes called 'describing words' because they pick out single characteristics such as size or colour. This is often true, but it doesn't help to distinguish adjectives from other word classes, because verbs, nouns and adverbs can do the same thing.</p>
adverb	<p>The surest way to identify adverbs is by the ways they can be used: they can modify a verb, an adjective, another adverb or even a whole clause.</p> <p>Adverbs are sometimes said to describe manner or time. This is often true, but it doesn't help to distinguish adverbs from other word classes that can be used as adverbials, such as preposition phrases, noun phrases and subordinate clauses.</p>
adverbial	An adverbial is a word or phrase that is used, like an adverb, to modify a verb or clause. Of course, adverbs can be used as adverbials, but many other types of words and phrases can be used this way, including preposition phrases and subordinate clauses .
antonym	Two words are antonyms if their meanings are opposites.
apostrophe	<p>Apostrophes have two completely different uses:</p> <ul style="list-style-type: none"> ● showing the place of missing letters (e.g. <i>I'm</i> for <i>I am</i>) ● marking possessives (e.g. <i>Hannah's mother</i>).
article	The articles <i>the</i> (definite) and <i>a</i> or <i>an</i> (indefinite) are the most common type of determiner .
auxiliary verb	<p>The auxiliary verbs are: <i>be</i>, <i>have</i>, <i>do</i> and the modal verbs. They can be used to make questions and negative statements. In addition:</p> <ul style="list-style-type: none"> ● <i>be</i> is used in the progressive and passive ● <i>have</i> is used in the perfect ● <i>do</i> is used to form questions and negative statements if no other auxiliary verb is present.

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Coverage grids

LISTENING AND TALKING	OBJECTIVES	BENCHMARK
<p><u>ENJOYMENT AND CHOICE</u></p> <p>I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources.</p> <p>I regularly select subject, purpose, format and resources to create texts of my choice.</p> <p>LIT 1-01a / LIT 2-01a</p>	<ul style="list-style-type: none"> ● I can discuss a variety of written forms and can articulate clearly why I like them. ● I can give my opinion about a text. ● I can recommend a text and give reasons for the recommendation. ● I can choose a text that matches a specific purpose. ● I can select a text to support my learning and explain how it does that. 	<ul style="list-style-type: none"> ● Selects spoken texts regularly for enjoyment or to find information for a specific purpose. Explains preferences.
<p><u>TOOLS FOR LISTENING AND TALKING</u></p> <p>When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.</p> <p>LIT 2-02a</p> <p>I can recognise how the features of spoken language can help in communication, and I can use what I learn.</p> <p>I can recognise different features of my own and others' spoken language.</p> <p>ENG 2-03a</p>	<ul style="list-style-type: none"> ● I can share my ideas confidently with the class. ● I can listen to others and show respect for different viewpoints through my words and actions. ● I can respond appropriately to what others say and I can build on the contributions of others. ● I can take turns when in a conversation/group situation sometimes with support. ● I can respond to different audiences and am developing techniques to engage these audiences. ● I can ask and answer questions with confidence. ● I understand that we can communicate using non-verbal techniques. ● I can use a range of techniques to engage or influence the listener. 	<ul style="list-style-type: none"> ● Contributes a number of relevant ideas, information and opinions when engaging with others. ● Shows respect for the views of others and offers own viewpoint. ● Builds on the contributions of others, for example, by asking or answering questions, clarifying points or supporting others' opinions or ideas. ● Applies verbal and non-verbal techniques in oral presentations and interactions, for example, vocabulary, eye contact, body language, emphasis, pace and/or tone. ● Recognises some techniques used to engage or influence the listener, for example, vocabulary, emphasis, tone and/or rhetorical questions.

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