


## Objective matching grids

These grids are designed to help you with your planning by showing how the *i-learn:speaking and listening* focuses match the *Primary Framework for literacy* learning objectives. They list the Year 3 and Year 4 learning objectives for the 'Speaking', 'Listening and responding', 'Group discussion and interaction' and 'Drama' strands, and the *i-learn:speaking and listening* focuses that relate to them.

Unit and focus references in **black** relate to the recommended year for the unit; other unit and focus references are in **grey**.

Objective	 unit and focus
<b>1. Speaking</b>	
<b>Year 3</b>	
Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds	<b>Reading aloud:</b> Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!
Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively	<b>Presenting information:</b> Let's practise, Let's practise some more, Over to you! <b>Instructions and explanations:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you! <b>Recount:</b> Learning from models, Let's practise, Over to you!
Sustain conversation, explain or give reasons for their views or choices	<b>Reading aloud:</b> Setting the scene, Learning from models, Let's practise, Over to you! <b>Presenting information:</b> Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! <b>Working collaboratively:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! <b>Instructions and explanations:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more <b>Audience and purpose:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more <b>Recount:</b> Learning from models, Let's practise <b>Persuasion:</b> Over to you! <b>Working in role:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!
Develop and use specific vocabulary in different contexts	<b>Presenting information:</b> Let's practise, Let's practise some more, Over to you! <b>Audience and purpose:</b> Learning from models, Let's practise, Let's practise some more <b>Persuasion:</b> Learning from models, Let's practise, Let's practise some more

Year 4	
Offer reasons and evidence for their views, considering alternative opinions	<p><b>Recount:</b> How did they do?, Over to you!</p> <p><b>Persuasion:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p><b>Working in role:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p><b>Reading aloud:</b> Learning from models, Let's practise</p> <p><b>Presenting information:</b> How did they do?</p> <p><b>Working collaboratively:</b> Setting the scene, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p><b>Instructions and explanations:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more</p>
Respond appropriately to the contributions of others in the light of differing viewpoints	<p><b>Working in role:</b> Let's practise, Let's practise some more, Over to you!</p> <p><b>Working collaboratively:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!</p>
Tell stories effectively and convey detailed information coherently for listeners	<p><b>Audience and purpose:</b> Over to you!</p> <p><b>Recount:</b> Let's practise, Let's practise some more, Over to you!</p> <p><b>Working in role:</b> Let's practise, Let's practise some more, Over to you!</p> <p><b>Reading aloud:</b> Let's practise some more, Over to you!</p> <p><b>Presenting information:</b> Let's practise, Let's practise some more, Over to you!</p> <p><b>Instructions and explanations:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!</p>
Use and reflect on some ground rules for sustaining talk and interactions	<p><b>Audience and purpose:</b> Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p><b>Working in role:</b> Let's practise some more</p> <p><b>Working collaboratively:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p>
2. Listening and responding	
Year 3	
Follow up others' points and show whether they agree or disagree in whole-class discussion	<p><b>Reading aloud:</b> How did they do?, Over to you!</p> <p><b>Presenting information:</b> How did they do?, Over to you!</p> <p><b>Working collaboratively:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p><b>Instructions and explanations:</b> Setting the scene, Let's practise, Let's practise some more</p> <p><b>Recount:</b> How did they do?, Over to you!</p> <p><b>Persuasion:</b> How did they do?, Over to you!</p>
Identify the presentational features used to communicate the main points in a broadcast	<p><b>Presenting information:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!</p>
Identify key sections of an informative broadcast, noting how the language used signals changes or transitions in focus	<p><b>Presenting information:</b> Setting the scene, Learning from models, Let's practise, Over to you!</p>

Year 4	
Listen to a speaker, make notes on the talk and use notes to develop a role-play	<p><b>Audience and purpose:</b> Learning from models, How did they do?, Over to you!</p> <p><b>Working in role:</b> Learning from models, How did they do?, Over to you!</p> <p><b>Reading aloud:</b> Learning from models , Let's practise some more, How did they do?</p>
Compare the different contributions of music, words and images in short extracts from TV programmes	<p><b>Persuasion:</b> Learning from models</p> <p><b>Presenting information:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!</p>
Identify how talk varies with age, familiarity, gender and purpose	<p><b>Recount:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!</p> <p><b>Audience and purpose:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p><b>Persuasion:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more</p> <p><b>Instructions and explanations:</b> Setting the scene, Learning from models, How did they do?</p>
3. Group discussion and interaction	
Year 3	
Use talk to organise roles and action	<p><b>Reading aloud:</b> Let's practise, Let's practise some more, Over to you!</p> <p><b>Presenting information:</b> Let's practise, Let's practise some more, Over to you!</p> <p><b>Instructions and explanations:</b> Let's practise, Let's practise some more, Over to you!</p> <p><b>Audience and purpose:</b> Let's practise some more, Over to you!</p> <p><b>Recount:</b> Over to you!</p> <p><b>Working in role:</b> Over to you!</p>
Actively include and respond to all members of the group	<p><b>Reading aloud:</b> Let's practise, Let's practise some more, Over to you!</p> <p><b>Presenting information:</b> Let's practise, Let's practise some more, Over to you!</p> <p><b>Working collaboratively:</b> Setting the scene, Let's practise, Let's practise some more, Over to you!</p> <p><b>Instructions and explanations:</b> Let's practise, Let's practise some more, Over to you!</p> <p><b>Audience and purpose:</b> Let's practise some more, Over to you!</p> <p><b>Recount:</b> Over to you!</p> <p><b>Working in role:</b> Over to you!</p>
Use the language of possibility to investigate and reflect on feelings, behaviour or relationships	<p><b>Working collaboratively:</b> Let's practise some more</p>

Year 4	
Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor	<b>Persuasion:</b> Over to you! <b>Instructions and explanations:</b> Let's practise, Let's practise some more
Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans	<b>Persuasion:</b> Over to you! <b>Presenting information:</b> Let's practise some more, Over to you!
Identify the main points of each speaker, compare their arguments and how they are presented	<b>Persuasion:</b> Over to you!
4. Drama	
Year 3	
Present events and characters through dialogue to engage the interest of an audience	<b>Reading aloud:</b> Let's practise, Let's practise some more <b>Audience and purpose:</b> Learning from models, Let's practise, Let's practise some more, Over to you! <b>Recount:</b> Let's practise <b>Working in role:</b> Learning from models, Let's practise, Let's practise some more, Over to you!
Use some drama strategies to explore stories or issues	<b>Reading aloud:</b> Let's practise some more <b>Working in role:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!
Identify and discuss qualities of others' performances, including gesture, action and costume	<b>Reading aloud:</b> Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! <b>Presenting information:</b> Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! <b>Instructions and explanations:</b> Let's practise some more, How did they do?, Over to you! <b>Audience and purpose:</b> Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! <b>Recount:</b> How did they do?, Over to you! <b>Working in role:</b> Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!
Year 4	
Create roles showing how behaviour can be interpreted from different viewpoints	<b>Working in role:</b> Learning from models, Let's practise, Let's practise some more, Over to you!
Develop scripts based on improvisation	<b>Working in role:</b> Over to you!
Comment constructively on plays and performances, discussing effects and how they are achieved	<b>Audience and purpose:</b> Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! <b>Recount:</b> How did they do?, Over to you! <b>Working in role:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! <b>Presenting information:</b> Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you! <b>Instructions and explanations:</b> Let's practise, Let's practise some more, How did they do?, Over to you!