


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 5 and Year 6 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
1. Speaking	
Year 5	
Tell a story using notes designed to cue techniques, such as repetition, recap and humour	Telling traditional tales: Learning from models, Let's practise, Let's practise some more, Over to you!
Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language	Presenting an argument: Let's practise, Let's practise some more, Over to you! Debate and discussion: Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!
Use and explore different question types and different ways words are used, including in formal and informal contexts	Presenting an argument: Let's practise, Let's practise some more, Over to you! Language and variation: Learning from models, Let's practise, Over to you!
Year 6	
Use a range of oral techniques to present persuasive arguments and engaging narratives	Debate and discussion: Let's practise, Let's practise some more, Over to you! Multimodal presentation: Setting the scene, Let's practise some more, Over to you! Telling traditional tales: Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you! Scripted broadcast: Setting the scene, Let's practise, Over to you! Presenting an argument: Let's practise, Let's practise some more, Over to you!
Participate in whole-class debate using the conventions and language of debate, including standard English	Debate and discussion: Learning from models, Let's practise, Let's practise some more, Over to you!
Use the techniques of dialogic talk to explore ideas, topics and issues	Debate and discussion: Learning from models

2. Listening and responding

Year 5

Identify different question types and evaluate their impact on the audience

Presenting an argument: Setting the scene, Learning from models, Let's practise, Let's practise some more, Over to you!

Debate and discussion: Let's practise

Identify some aspects of talk that vary between formal and informal occasions

Scripted broadcast: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!

Presenting an argument: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!

Language variation: Setting the scene, Learning from models, Let's practise some more, How did they do?, Over to you!

Debate and discussion: Let's practise, Let's practise some more, How did they do?, Over to you!

Multimodal presentation: Setting the scene, Learning from models, How did they do?

Analyse the use of persuasive language

Presenting an argument: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!

Debate and discussion: Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!

Multimodal presentation: Setting the scene, Over to you!

Year 6	
Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose	<p>Multimodal presentation: Learning from models, Let's practise some more</p> <p>Scripted broadcast: Learning from models , Let's practise some more</p>
Analyse and evaluate how speakers present points effectively through use of language and gesture	<p>Debate and discussion: Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Multimodal presentation: Learning from models, Let's practise some more, How did they do?, Over to you!</p> <p>Telling traditional tales: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Scripted broadcast: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Presenting an argument: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p>
Listen for language variation in formal and informal contexts	<p>Language variation: Setting the scene, Learning from models, Let's practise, How did they do?, Over to you!</p> <p>Debate and discussion: Setting the scene, Let's practise, Let's practise some more, How did they do?</p> <p>Multimodal presentation: Setting the scene, Learning from models, How did they do?, Over to you!</p> <p>Scripted broadcast: Setting the scene, Learning from models, Let's practise, Let's practise some more</p> <p>Presenting an argument: Setting the scene, Learning from models, Let's practise some more, How did they do?, Over to you!</p>
Identify the ways spoken language varies according to differences in the context and purpose of its use	<p>Language variation: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Debate and discussion: Let's practise, Let's practise some more, How did they do?</p> <p>Multimodal presentation: Setting the scene, Learning from models, Let's practise some more, How did they do?, Over to you!</p> <p>Scripted broadcast: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?, Over to you!</p> <p>Presenting an argument: Setting the scene, Learning from models, Let's practise, Let's practise some more, How did they do?</p>

3. Group discussion and interaction

Year 5

Plan and manage a group task over time using different levels of planning	Scripted broadcast: Over to you! Multimodal presentation: Over to you!
Understand different ways to take the lead and support others in groups	Scripted broadcast: Over to you! Multimodal presentation: Over to you!
Understand the process of decision making	Traditional tales: Let's practise some more Multimodal presentation: Over to you!

Year 6

Consider examples of conflict and resolution, exploring the language used	Debate and discussion: Setting the scene, Learning from models, How did they do?, Over to you!
Understand and use a variety of ways to criticise constructively and respond to criticism	Language variation: How did they do?, Over to you! Debate and discussion: How did they do?, Over to you! Multimodal presentation: Let's practise, How did they do?, Over to you! Telling traditional tales: How did they do?, Over to you! Scripted broadcast: How did they do?, Over to you! Presenting an argument: How did they do?, Over to you!

4. Drama

Year 5

Reflect on how working in role helps to explore complex issues	Telling traditional tales: Let's practise some more
Perform a scripted scene making use of dramatic conventions	Telling traditional tales: Let's practise some more Scripted broadcast: Let's practise, Let's practise some more, Over to you!
Use and recognise the impact of theatrical effects in drama	Scripted broadcast: Let's practise, Let's practise some more, Over to you!

Year 6

Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires	Telling traditional tales: Let's practise some more
Consider the overall impact of a live or recorded performance, identifying dramatic ways of conveying characters' ideas and building tension	Telling traditional tales: Let's practise some more Scripted broadcast: Let's practise
Devise a performance considering how to adapt the performance for a specific audience	Scripted broadcast: Over to you!